WHERE IN THE WORLD IS CARMEN SANDIEGO?

Teacher's Guide

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SPECIAL THANKS

Colin Caldwell, James Monsour, Susie Howell-Olson and Angela Scardina are teachers who reviewed the classroom materials in this guide. Their comments and suggestions were helpful in the development of this Teacher's Guide.

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INTRODUCTION

WELCOME

Where in the World is Carmen Sandiego? is an exciting and motivating instructional tool designed to reinforce students' knowledge of world geography in an absorbing and entertaining way. The program is suitable for use in fourth through eighth grades and can be played by an individual student, a small group or an entire class.

This Teacher's Guide is designed to help you introduce the program to your students, to provide support materials that accompany gameplay and to extend the computer experience through a variety of off-the-computer activities. The activities reinforce a number of geography concepts and thinking skills; in addition, each is cross-curricular, providing you with more than one way to incorporate it into your instructional program. See the Curriculum Matrix, page 10 for details.

The guide includes six sections:

I. **The Introduction** lists the resources in this guide, offering suggestions on classroom organization, gameplay strategies, cooperative learning, use of the Internet and other resources. It includes a curriculum matrix on page 10 with specific information for each activity.

II. **Tutorials** are included to help you introduce the program to your students. In this Teacher's Guide there are three tutorials that focus on specific program features.

III. **Acme Basics** provides introductory activities and support for less structured gameplay that is less structured than the specific lessons below.

IV. **Activity Plans** are detailed, ready-to-use lessons designed to provide curriculum support for both on and off the computer.

V. **Blackline Masters** accompany many of the activities and are designed to help you incorporate the computer experience into the ongoing activities in your classroom.

VI. **Additional Resources** offers annotated bibliographies of books and materials to help you expand the computer experience and enrich your educational program.

Providing a balance of both on- and off-the-computer activities, this Teacher's Guide is a wonderful resource containing innovative suggestions, ideas and strategies to effectively integrate Carmen gameplay into your classroom curriculum.

RECOMMENDED RESOURCE

World Geography (1995) written by Richard Rayburn and published by Teacher Created Materials, Inc., is an excellent resource to use along with *Where in the World is Carmen Sandiego?* The book contains reproducible maps for every continent and stimulating cross-curricular activities for enhancing your students' understanding of world geography. Suggestions for its use are noted throughout this guide.
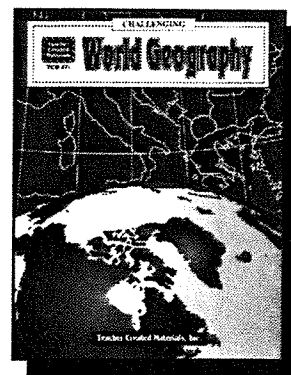
WHERE DO I START?

Build excitement and prepare students for success before they turn on the computer!

- Read through the User's Manual (ACME Agent Handbook) to learn the finer points of the program.

- Set up an **ACME DETECTIVE CENTER** in your classroom. This can be done as simply as placing a sign above the computer table, finding a
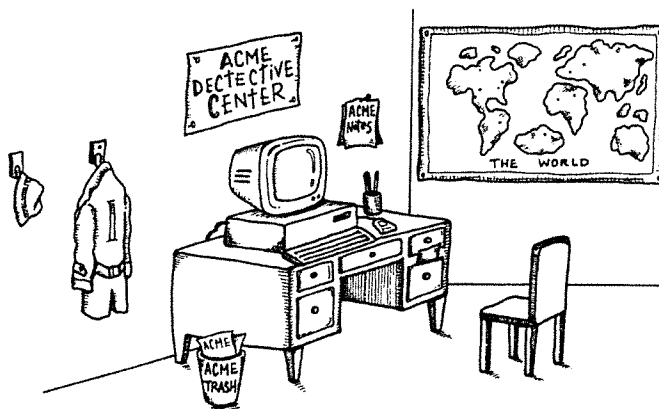
hat and overcoat to hang on a nail, providing small steno-type note pads and a pencil cup and placing the world map on the wall.

- Play the game yourself, so that you are familiar and comfortable with it and pay close attention to any aspects of gameplay that may be challenging for your students. See Section III: ACME Basics, starting on page 20, for specific introductory activities.

- Assign the three tutorials, pages 11–19, to help your students become familiar with the program and its features.

Gameplay Strategies

Introduce your students to some gameplay strategies before they begin playing. The following guidelines can be used in conjunction with an on-the-computer demonstration. Use an LCD panel, a large screen monitor or simply gather around the classroom computer.

- *Work efficiently.* Make careful observations and refrain from making too many guesses.

- *You can't hook a crook without a warrant!* Obtain a warrant as soon as possible. Suspects cannot be arrested without one, and the warrant must be a match for the suspect. Students should fill out the Digisketch image as they obtain and decipher clues.

- *Reflect on your actions!* Avoid wasting time investigating unnecessary sources. Once a warrant has been issued, students should only investigate clues needed to determine the next destination.

- *Avoid guessing the next destination.* Incorrect guesses will require backtracking and waste valuable time. Students can use the World Wiz Database, maps, globes, almanacs or other resources to determine correct choices.

- *If the tourists have no information*, that's a signal that students are in the wrong place! They will need to backtrack to the previous location and obtain more clues.
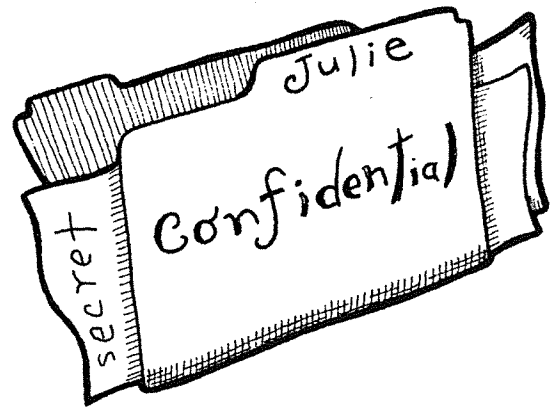
CONNECTING CARMEN GAMEPLAY TO THE CLASSROOM

The following suggestions offer ways in which you can establish learning links from the computer experience to the classroom.

1. Provide each student detective with a manila folder marked with his/her name and a big "CONFIDENTIAL," "TOP SECRET" or "FOR YOUR EYES ONLY."

2. Fill the file with a copy of the ACME Case Report (page 43) and a copy of the ACME International Data Sheet (page 36). Each of these reports can be completed as students solve cases independently. The completed reports can later be bound and made into a book for students to take home.

3. Use the literature suggestions in the Additional Resources section (page 54) to fill your classroom with multicultural tales for students to read either independently or as part of your reading program.

4. If you have Internet access and can view the World Wide Web, assign the activity, ACME Internet Explorer's Club, page 34.

With this introduction, your students will be ready and eager to become world travelers!

Many of the activities in this guide encourage cooperative learning groups in which students discover and learn together, by sharing the computer exploration and the associated classroom activities.

THE COMPUTER AND COOPERATIVE LEARNING

Cooperative learning is based on the idea that through interdependence and teamwork students will reach a common goal. Through interaction and discussion, students can learn concepts, as well as how to work with others and sharpen their listening and speaking skills.

You'll find many opportunities to use cooperative learning strategies in this guide's activities. Students will learn from one another both about how to manipulate the features of *Where in the World is Carmen Sandiego?* and about the learning activity in which they are engaged.

From a teacher's standpoint, cooperative groups can either be a success or a horrifying experience. Because cooperative groups can foster discussion about the countries being explored or the case under investigation, this can make the classroom or computer lab very noisy. The trick is to insure that the noise is productive noise!

There are many ways in which you can set up and organize your groups to support student focus. Following is a list of many such ideas to help you make cooperative learning experiences run smoothly.

- *Don't overload!* Limit your groups to four students. See suggestions below about organizing these groups.

- *Keep 'em busy!* Be sure that any cooperative activity has enough built-in responsibilities to keep everyone occupied for the whole session. Even with the best lessons, it's always a good idea to have a bonus extension activity ready for those groups who finish quickly.

- *Ignorance is not bliss!* Give each member of the group specific responsibilities. Make sure every member of the group understands his or her mission.

- *Big Brother is watching you!* State that you will be watching to see how well the group interacts and be sure to make good on that promise!

- *Social skills are equally important!* You can help your students develop good cooperative learning teams by going over ground rules such as taking turns, rotating leadership, fulfilling responsibilities to the group and making positive rather than negative comments. Provide time after each cooperative activity for groups to discuss and evaluate how well they have worked together.
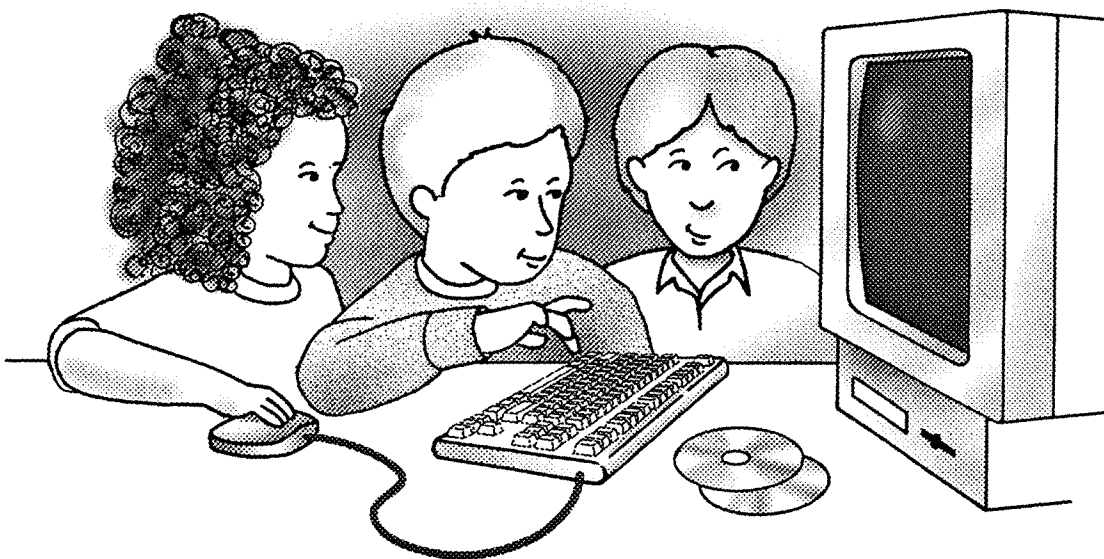
How Should I Organize My Groups?

To transform your students into teams of efficient and motivated ACME detectives, you will need to do some preliminary planning. Many teachers like to establish groups of mixed abilities, gender and ethnicity. Regardless of how groups are organized, it is very wise to assign specific roles that encourage strong interdependency among the members of each group. *Where in the World is Carmen Sandiego?* gameplay offers many interesting roles for your budding detectives. Assign one of the following roles to each of the four group members.

- *The Navigator* manipulates the Fly by Night Travel screen and selects the proper locations according to group decisions. The Navigator is also responsible for requesting a guide if the group deems it necessary.
- *The Investigator* questions the witnesses at each location, copies selected clues to the notebook and looks for additional clues lying on the ground in each location. The Investigator is also in charge of using the World Wiz Database for help during gameplay.
- *The Digisketch Artist* manipulates the ACME Digisketch and works with the Investigator to apply the physical clues for each suspect.
- *The Recorder* fills in a copy of the Case Report (page 43) for the group. The Case Report is a good record of each group's computer activity.

Arrange the classroom so that teams can work together. This may mean rearranging desks or establishing a schedule with specific computer time slots for each group.

Where in the World is Carmen Sandiego? can be used successfully in a variety of classroom and computer arrangements. The suggestions for introducing the program, organizing your class and managing computer time in this next section may help you plan computer usage more effectively.

ADAPTING TO COMPUTER AVAILABILITY

Classrooms are organized in a variety of ways, with many different kinds of access to computers. Some classrooms will have occasional access to one computer on a mobile cart; others have access to a computer lab either regularly or occasionally. Some classrooms have one or more computers always available in the room.

The Classroom

You may have one or possibly two computers with CD-ROM drives in your classroom. Some schools have computers on movable carts. If this is true in your school, you may be able to expand the number of computers in your classroom from time to time. While many teachers find using only one or a few computers in this environment a daunting task, with some planning you can have a successful time of it.

Suggestions for Introducing *Where in the World is Carmen Sandiego?*

- If possible, introduce the program to the whole class at one time. An LCD panel or a large screen monitor make such introductions easier for everyone to see. However, if this equipment is not available, try elevating the classroom computer monitor on a higher shelf than usual and modify student seating so that everyone can see.
- Be sure to demonstrate the basics. Show students how to launch the program, sign in and navigate the program.
- Assign the student tutorials on pages 11–19 as a follow-up to your demonstration. The tutorials have been designed specifically for your students to read and follow. You may want to keep a copy of the tutorials near your computer workstation for students to refer to during gameplay.

Class Organization and Time Management

Decide how to allocate time on the computer. First consider the activity involved.

- Is it a formal project, possibly for a grade? If this is the case, every student or group must be given adequate time to do a good job. This can mean setting aside large blocks of time in your schedule, perhaps over several weeks.

- Is the activity primarily exploratory? If so, a different time frame is possible and a single afternoon might suffice.

- You may decide to adapt some of the projects in this Teacher's Guide into learning center activities for students or groups to complete as they rotate turns at the computer.

Post a schedule or checklist near the computer so that students or aides can monitor the schedule. Some teachers find that placing a timer or alarm clock near the computer helps everyone have access to the program.

The Computer Lab

Choose an activity that works well in the lab setting. Labs are an advantage if you want your whole class to experience an activity simultaneously. Students can compare experiences and exchange tips and successes easily in a lab. Teams are often a good idea because they reduce per-pupil time required at each computer and encourage students to work together to solve a case or complete an activity. If possible, train a small group of students before the large-group lab session, so they can act as peer tutors in the computer lab.

Adequate time in the lab setting can be difficult to achieve. Consider trading lab time with another teacher over a period of weeks or a month, so your students get the concentrated computer time needed to complete their cases.

Since time is usually limited in a computer lab, it is a good idea to carry out the initial planning in the classroom.

- Designate and organize small groups.
- Discuss student goals or special instructions for the time in the lab.
- Establish a general schedule so that students can allocate their time.
- Distribute and discuss instructions or the activity sheets students will be using.

With this preliminary planning, students will be ready to use their time more effectively in the lab. If possible, launch the program on the computers in the lab before the class comes in.

The Media Center or Library

Some media centers have many computers, like a lab. Other libraries have only one or two computers with CD-ROM drives. If your students are using computers in a media center, adapt the above suggestions for the classroom or the lab, whichever fits best. Since other classes or students may be using the facilities at the same time, advance planning in the classroom is especially important. Be sure to discuss the students' activity with the librarian or media center coordinator BEFORE you arrive with, or send, your students. In addition, be sure your students understand both their activity goals and the technical operation of the program clearly.

NATIONAL GEOGRAPHY STANDARDS

Each activity plan in this guide identifies specific geography skills for grades 5–8 from *Geography for Life: National Geography Standards*. Developed on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and National Geographic Society, this publication offers guidelines for the development of quality geography curricula. The corresponding skill sets are:

- Skill Set 2: Acquiring Geographic Information.
- Skill Set 3: Organizing Geographic Information.
- Skill Set 4: Analyzing Geographic Information.

CARMEN SANDIEGO CONNECTION™

INTERNET RESOURCES

Carmen and her gang have their very own Web site! Here you will find links to some of the best math, geography and general research sites on the Internet. You can also find information about Carmen's other adventure games and products. To insure that you'll always have the most up-to-date information, this Web site is continually updated. You can reach the ACME Internet Headquarters at:

http://www.carmensandiego.com

Additional Internet coordination ideas can be found within this Teacher's Guide. We have made every attempt to select stable sites; however, the Internet is an ever-changing medium, and we cannot guarantee that these addresses will remain the same. If you have trouble accessing a site, use an Internet search engine to relocate it.

- Each activity plan contains specific suggestions for making use of the wide variety of geography and cultural resources available on the Internet. Related Internet Resources is a specific section in each activity plan where Web sites are noted along with their Internet addresses (or URLs).

- Two activities, pages 34–35, are based on the coordination of Internet resources and Carmen gameplay.

A NOTE FOR SPECIAL EDUCATORS

Brøderbund is involved in an ongoing collaboration with the Alliance for Technology Access, a national organization working to redefine human potential by making technology a regular part of the lives of people with disabilities.

With the help of the Alliance, we are in the process of testing our software for compatibility with the most widely used adaptive devices and technology.

As part of this partnership, we have published an evaluation of our most popular titles that identifies the features of these programs according to the process skills essential to learning, academic skills, access features and compatibility with commonly used third-party assistive technology devices. Please call Brøderbund at 1-800-474-8840 to request a copy of this free resource.

If you have students with special needs who might benefit from alternative keyboards, single switch controls or other adaptive devices, you can obtain more information and a listing of the 47 affiliated Alliance for Technology Access centers by calling (415) 455-4575, by sending e-mail to: atainfo@aol.com, or by writing the Alliance for Technology Access: 2175 East Francisco Blvd., Suite L, San Rafael, CA 94901.

ONLINE ACCESS

To get online technical support, the latest news on Brøderbund School Editions, or to trade ideas with other teachers using technology in the classroom, visit the Brøderbund Software areas online. You can even purchase products and download lesson plans.

Brøderbund's Education Division Web site: **http://www.broderbund.com/education**

America Online®: Use the keyword **Broderbund** and select the button **Educators**

Brøderbund Customer Support: 1-800-474-8840

SITE LICENSE INFORMATION

CD-ROM Site Licenses are available for *Where in the World is Carmen Sandiego?* A CD-ROM site license contains one User's Manual, one Teacher's Guide and the number of CD-ROMs specified in your contract. For additional information on our Site License program, contact Brøderbund's Site License Hotline at 1-800-825-4420.

CURRICULUM MATRIX

ACTIVITY TITLE	KINDS OF ACTIVITIES			SUBJECT AREAS				NATIONAL STANDARDS Grades K–8 GEOGRAPHY SKILL SETS		
	Preparation for Gameplay	On-Computer	Off-Computer	Geography	Language Arts	Mathematics	Fine Arts	Acquiring Geog. Information	Organizing Geog. Information	Analyzing Geog. Information
Tutorial 1: ACME Beginner's Guide	●	●		●	●			●		
Tutorial 2: The Explore Mode	●	●		●	●			●		
Tutorial 3: The World Wiz Database	●	●		●	●	●		●		●
V.I.L.E. Vocabulary Builders	●			●	●			●		
ACME Clue Support	●	●		●	●				●	●
Missing Countries!	●			●	●			●	●	
Introduction to Case Reports	●	●		●	●			●	●	
New Villain on the Loose			●		●		●			
New Villain Database		●	●		●	●				
A Mental Trip	●		●	●				●		
Maps, Scales & Ratios	●		●	●		●	●	●	●	
ACME Travel Writers			●	●	●		●	●	●	
Rivers of the World		●		●	●			●	●	
Escape to the Sea!			●	●	●			●	●	
Multicultural Melodies		●		●	●		●	●		
Dancing Around the World		●		●	●		●	●		
Know Your Lingo			●		●				●	
ACME Internet Explorer's Club		●		●	●			●	●	●
International Vacation Planner		●		●	●			●	●	

TUTORIAL 1: ACME BEGINNER'S GUIDE

Subject Areas
- Geography
- Language Arts

Geography Skill Set
- Acquiring Geographical Information

Materials
- Tutorial 1, pages 12–15

Description
This introductory tutorial, the first of three provided in this Teacher's Guide, covers the program's basic features and tools. After your students complete this tutorial, they will be better prepared to use the program's features and play the game independently.
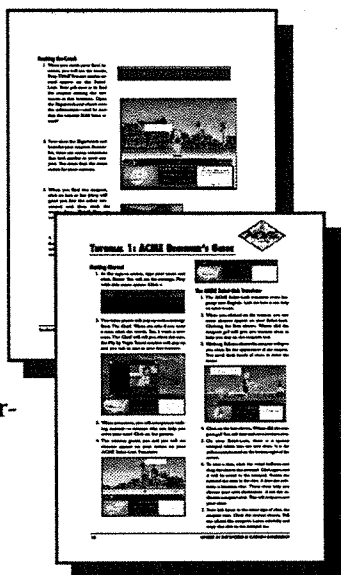
Preparation
- Read through pages 18–33 of the User's Manual (ACME Agent Handbook) to become familiar with the features covered in this tutorial.
- Before presenting the program to the class, be sure to go through the tutorial yourself first.
- Read pages 4–5 of the introduction. These pages contain practical and supportive suggestions for introducing *Where in the World is Carmen Sandiego?* to your students.
- Divide the class into groups or pairs, if desired. This tutorial can be completed individually, in pairs or in groups. See the introduction for support in organizing for computer time and setting up student groups, pages 7–8.
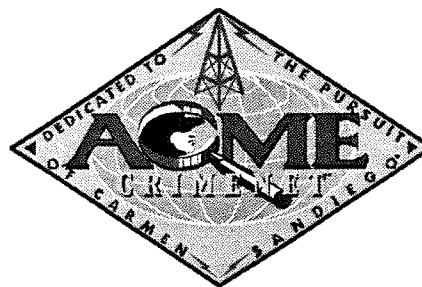
Procedure
1. Duplicate Tutorial 1 so that each student receives a copy.
2. Gather the class around the computer and go through the steps of the tutorial to insure that students understand the process. Give special attention to any aspect of the tutorial that you feel may be a challenge. Give students a chance to ask questions.
3. Assign the class to complete the tutorial either during lab time or on a rotating basis using the classroom computer.
4. When all groups have finished, meet together and give the group an opportunity to share. Were there any difficulties? What aspects of gameplay were easy to figure out? Was anything hard? (Use this information to determine what future support your students will need. Consult the activities in the ACME Basics section of this Teacher's Guide. Here you will find activities specifically developed to aid your beginning detectives.)

Extensions
- Complete the next two tutorials on pages 16–19.
- Identify one or two students who have successfully completed the tutorials to function as "ACME Experts," peer tutors who can help others in the class.

Related Internet Resources
- Visit Carmen's very own Web page: **http://www.carmensandiego.com**. It contains a compendium of Internet geography sites that can be accessed as an extension to this activity.

TUTORIAL 1: ACME BEGINNER'S GUIDE

Getting Started

1. At the sign-in screen, type your name and click, **Enter**. You will see the message, **Play with this name** appear. **Click** it.

> ▶ **Play with this name.**

2. The video phone will pop up with a message from The Chief. When she asks if you want a case, click the words, **Yes, I want a new case**. The Chief will tell you about the case, the Fly by Night Travel window will pop up and you will be sent to your first location.
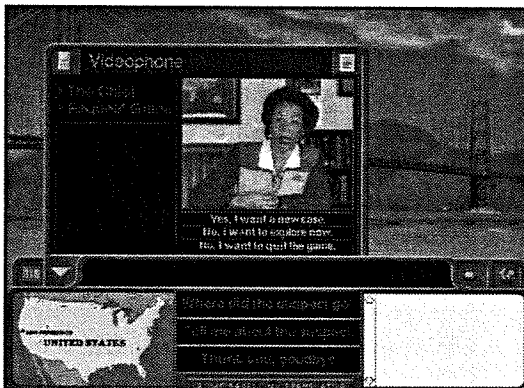
3. When you arrive, you will see a person walking around—a witness who can help you solve your case! Click on this **person**.

4. The witness greets you and you will see choices appear on your screen on your ACME Babel-Link Translator.
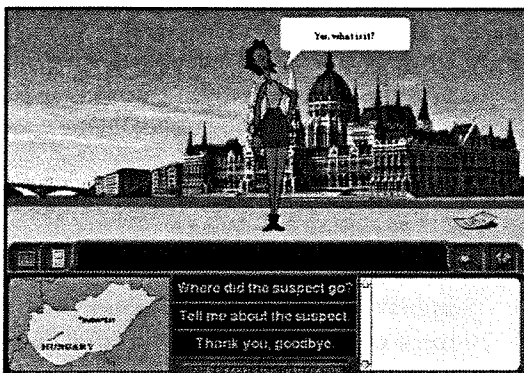
The ACME Babel-Link Translator

1. The ACME Babel-Link translates every language into English. Let's see how it can help us solve a case.

2. When you clicked on the witness, you saw some choices appear on your Babel-Link. Clicking the first choice, **Where did the suspect go?** will give you location clues to help you stay on the suspect's trail.

3. Clicking **Tell me about the suspect** will give you clues for the appearance of the suspect. You need both kinds of clues to solve the crime.
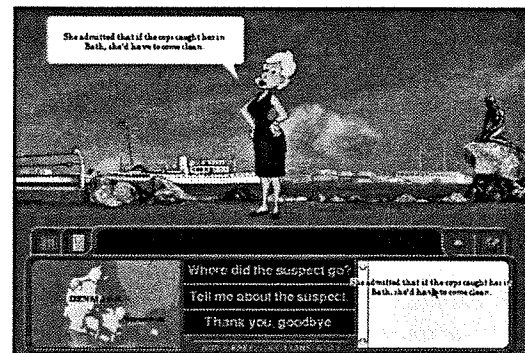
4. Click on the first choice, **Where did the suspect go?** You will hear and see a location clue.

5. On your Babel-Link, there is a special notepad where you can save clues. It is the yellow area located on the bottom right of the screen.

6. To save a clue, click the **word balloon** and drag the clue to the notepad. Click again and it will be saved to the notepad. Notice the colored dot next to the clue. A blue dot indicates a location clue. These clues help you choose your next destination. A red dot indicates a suspect clue. This will help you sort your clues.

7. Now let's listen to the other type of clue, the suspect clue. Click the second choice, **Tell me about the suspect**. Listen carefully and copy this clue to the notepad too.
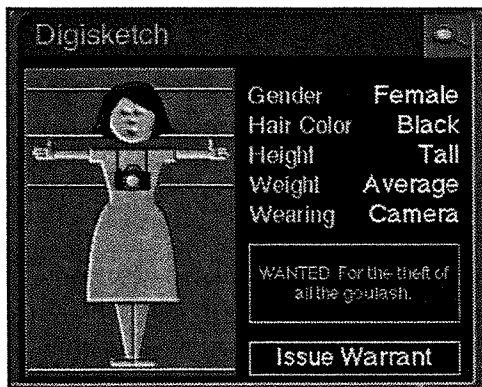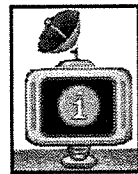
The Digisketch

1. The Digisketch is where you make a profile or picture of your suspect and issue a warrant. Let's take a look.

2. Click the **Digisketch tab** to open the window.

3. Think about the suspect clue you just heard; it told you something about the appearance of the suspect. Read it again (from your notepad) and use a dictionary if you need any help with the words.

4. Look at the categories on the Digisketch. What have you learned about the suspect from this clue? Do you know the gender? (Hint: Did the clue include the words "he" or "she?") What else does the clue tell you? Fill in any information that you can.

5. Don't expect to fill out each category of the Digisketch at first. You will hear many other clues, in many other locations. This is just the first one and it's okay if you only have one or two categories filled in.

6. Click the **Digisketch tab** to close the window. You can open it at any time to add or change information as you play the game.

The Panoramic Scrolling Feature

1. At each location, you can scroll 360 degrees for a panoramic view of each world location. Let's try it out.

2. Place the mouse cursor at the edge of the screen. What happened to your screen? As you scroll, see if you can find a piece of paper lying on the ground. Click it. It is an extra clue to read and save to your notepad. Does it give you new information to add to the Digisketch?

3. Click on as many witnesses as you can in this location. Continue to save clues to both the notepad and the Digisketch. When you are ready, use the location clues to determine your next destination.

ACME Global Language Link-Up

1. While you are scrolling at a location, you may see a Satellite Kiosk, the ACME Global Language Link-Up. Click the kiosk and test your international sleuthing skills.

2. You'll see and hear the local language. Match the word or phrase shown with one of three translation choices.

FLIGHTS DEPARTING
From Hungary
▶ Australia
▶ Cambodia
▶ France
▶ India
▶ Nepal
▶ Netherlands

Digisketch   Warrant Issued!

Gender   Female
Hair Color   Gray
Height   Short
Weight   Heavy
Wearing   Glasses

WANTED: For the theft of
every last drop of salsa.

Change Warrant
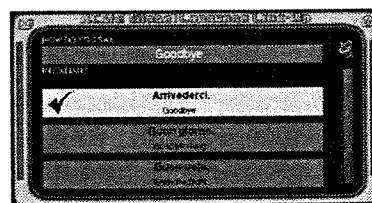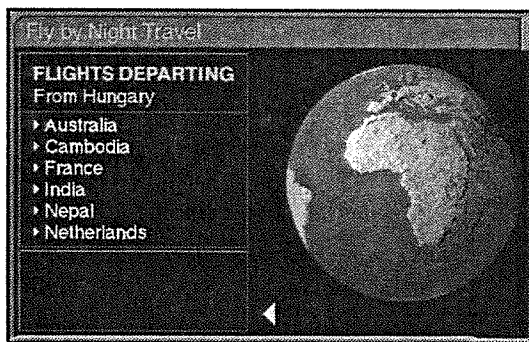
Fly by Night Travel

1. Click on the **Fly by Night tab** on the far right. Look at the available locations and select the one that matches your clues.

2. When you arrive at the next location look for the Ick Brothers, two janitors working for V.I.L.E. If you see them—it's a good sign—it means you are on the right track.
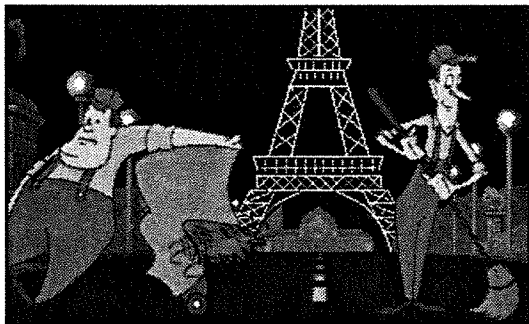
3. If you don't see the Ick Brothers and all the witnesses seem to have nothing to tell you, you are in the wrong location and off the suspect's trail. You will need to go back to the last location and question more witnesses.

4. Try not to let this happen too often or you will run out of battery power (see the red battery gauge on your Babel-Link) and the game will be over!

5. In the next location, repeat the same steps as before, questioning witnesses and collecting clues.
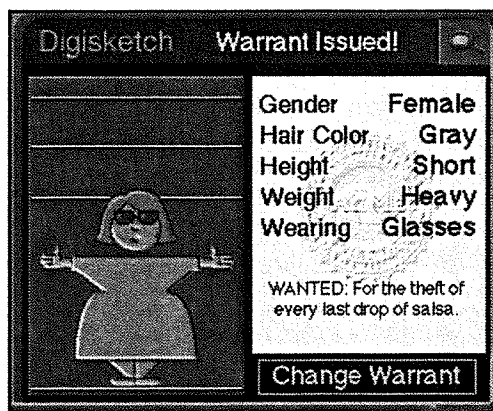
Issuing a Warrant

1. When you have filled out all of the Digisketch categories, the Issue Warrant button will appear. Be sure that you are certain about the information and then click the **Issue Warrant** button. You can always change the warrant by clicking on the **Change Warrant** button. This appears as a choice only after you have issued a warrant.

2. After you have filled out the Digisketch, you don't need to waste valuable time on the suspect clues. Just focus on getting information on the location. This will make you a much more efficient detective and you'll catch Carmen Sandiego before you know it!

Hooking the Crook

1. When you reach your final location, you will see the words, **Stop Thief! You are under arrest!** appear on the Babel-Link. Your job now is to find the suspect among the witnesses at this location. Open the Digisketch and check over the information—and be sure that the warrant HAS been issued!

2. Now close the Digisketch and hunt for your suspect. Be careful, there are many witnesses that look similar to your suspect. You must find the exact match for your warrant.

3. When you find the suspect, click on him or her (they will greet you like the other witnesses) and then click the words, **Stop, Thief! You are under arrest!**

4. You will see one of the ACME Good Guides appear and they will nab the suspect. Good work, gumshoe!
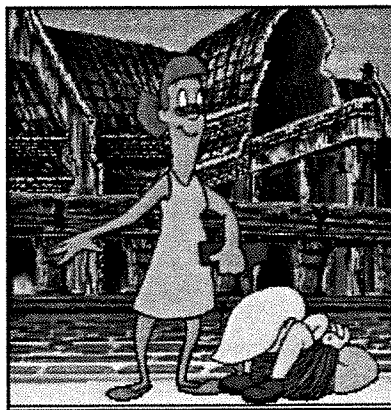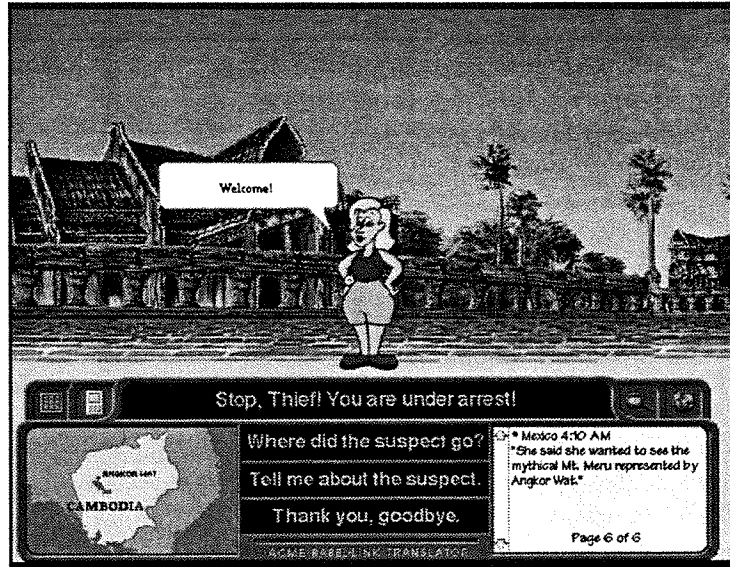
Tutorial 2: The Explore Mode

Subject Areas
- Geography
- Language Arts

Geography Skill Set
- Acquiring Geographical Information

Materials
- Tutorial 2, page 17
- (Optional) Multiple copies of world atlases or maps for reference

Description
In this tutorial, students learn how to use the Explore Mode, a special feature that offers more travel flexibility than ever before in a Carmen game. In Explore Mode, your students can use the Fly by Night Travel service to go anywhere in the world and in any order desired—a motivating feature that makes it easy for your classroom detectives to investigate the world.

Preparation
- Divide the class into pairs for this activity.
- Duplicate Tutorial 2, page 17, so that each student receives a copy.
- If possible, have multiple copies of world atlases or maps available for reference.

Procedure
1. Gather the class around the computer and go through the steps of the tutorial to insure that students understand the process. Give special attention to any aspect of the tutorial you feel may be challenging for your group. Give students a chance to ask questions.
2. Assign the class to complete the tutorial either during lab time or on a rotating basis using the classroom computer.
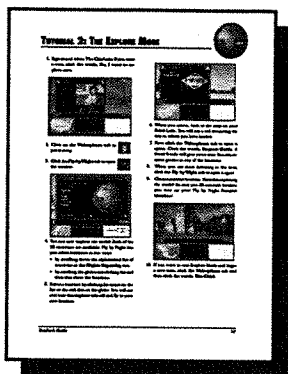
3. Explain that they will use the Fly by Night Travel service to visit:
   - At least eight different countries.
   - At least four different continents.
4. Assign students to record each destination they visit on scratch paper. You may also assign students to record additional information about each location. List the required information that students need to collect on the chalkboard or create an assignment sheet.
5. When all teams have completed their visits to their cities, ask them to share the results of their travel as part of a class discussion.

Extension
- Play the World Geography Game, page 152 in the recommended resource *World Geography*.
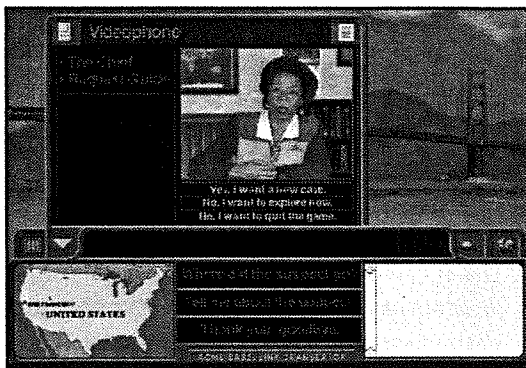
Related Internet Resource
- Assign the activity, Internet Explorer's Club, page 34.

TUTORIAL 2: THE EXPLORE MODE

1. Sign in and when The Chief asks if you want a case, click the words, **No, I want to explore now.**

2. Click on the **Videophone tab** to put it away.

3. Click the **Fly by Night tab** to open the window.
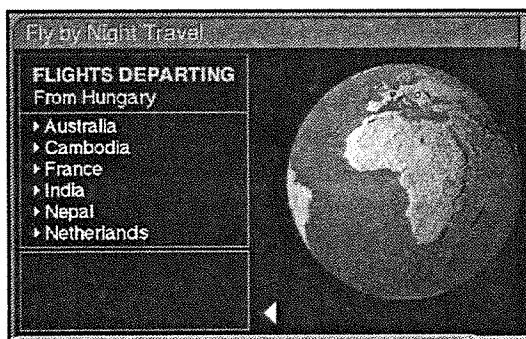
4. You can now explore the world! Each of the 50 countries is available. Fly by Night lets you select locations in two ways:
   - By scrolling down the alphabetical list of countries in the Flights Departing box.
   - By scrolling the globe and clicking the red dots that show the locations.
5. Select a location by clicking its **name** on the list or the **red dot** on the globe. You will see and hear the airplane take off and fly to your new location.
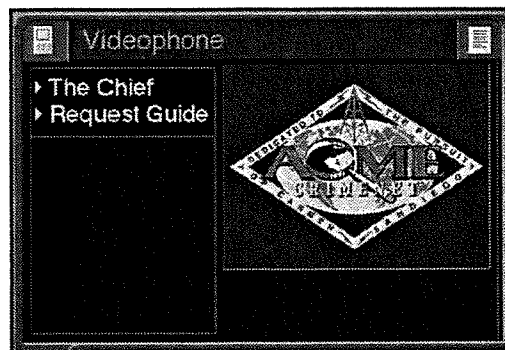
6. When you arrive, look at the map on your Babel-Link. You will see a red dot noting the city in which you have landed.
7. Now click the **Videophone tab** to open it again. Click the words, **Request Guide.** A Good Guide will give you a tour. You can request guides in any of the locations.
8. When you are done listening to the tour, click the **Fly by Night tab** to open it again.
9. Choose another location. Have fun exploring the world! Be sure you fill out each location you visit on your Fly by Night Passport sheet!
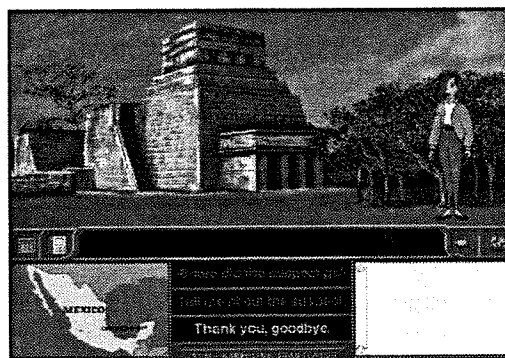
10. If you want to exit Explore Mode and begin a new case, click the **Videophone tab** and then click the words, **The Chief.**

TUTORIAL 3: THE WORLD WIZ DATABASE

Subject Areas
- Geography
- Language Arts
- Mathematics

Geography Skill Sets
- Acquiring Geographical Information
- Analyzing Geographical Information

Materials
- Tutorial 3, page 19
- ACME International Data, page 36

Description
In this third tutorial, students learn to use the World Wiz Database, a valuable online information resource included in *Where in the World is Carmen Sandiego?* The World Wiz offers current statistical data, maps, flags, video clips and photographs from each country in the game. In addition, there are interesting and well-written essays about each country. It is a wonderful reference tool to aid students in gameplay as well as other geographical studies.

Preparation
- Duplicate page 19 for each student.
- Duplicate page 36, ACME International Data, so that each student has four copies (one for each country researched).

Procedure
1. Gather the class around the computer and go through the steps of the tutorial to insure that students understand the process. Give special attention to any aspect of the tutorial you feel may be a challenge to your group. Give students a chance to ask questions. Distribute copies of page 19.

2. Show students how to fill out page 36, the ACME International Data sheet, by completing one together. It was created to help students organize the information they gather as they explore the countries in this game.

3. Assign students to use page 36 to record the necessary data from each country in their study. At least four countries should be visited.

4. When students have completed their research, gather together and discuss the data collected. Do some simple and informal sorting activities with the data. You can do this easily with a show of hands and questions. For example: Ask students to raise their hands if they researched a country that is located in a tropical region of the world. Have students tell which countries. Record the information on chart paper for later reference.

Extensions
- Students can create a variety of graphs reflecting the data they collected in this tutorial.
- Students can compose country essays or reports as a follow-up.
- Using *Kid Pix Studio Deluxe*, students can offer their data in a professional-quality, electronic slide show presentation.

Related Internet Resources
- If your school has a Web page, publish students' completed research. Include photos, illustrations and links to other related sites.

TUTORIAL 3: THE WORLD WIZ DATABASE

1. Sign in as you have before.

2. When The Chief asks if you want a case, click the words, **No, I want to explore now.** The Chief will give you a brief introduction to the Explore Mode.

3. Click the **Videophone tab** to put it away.
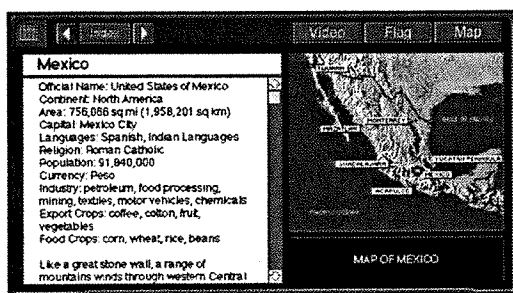
4. Click the **World Wiz tab** at the far left of the Babel-Link. This will open the World Wiz Database.

5. The World Wiz contains photographs, videos, music, flags, maps and statistics for the 50 countries and seven continents in the game. The information in the World Wiz can help you with the location clues in the game. Click on the country, **Mexico**.

6. A window will appear with information on Mexico. At the top right of the window you will see three boxes: Video, Flag and Map. The map is showing now. Click on other choices to view the video and the flag.
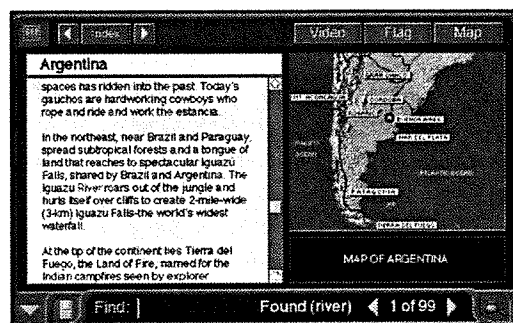
7. Now go to the white text window on the left. This contains information about Mexico that can be helpful in solving your cases. Click the **arrows** to scroll through the box. Take a moment to read the information for Mexico.

8. Now answer all the questions on the ACME International Data sheet. You do not have to write the paragraph now. You can do that later when you are off the computer.

9. Now let's try a search of the World Wiz Database. Next to the word **Find,** you will see a blinking green cursor. This is where you type the word for your search. The word can be a city or landmark that you would like to learn more about. It can also be a word from a clue. Let's try it!

10. Type in the word, **river** and watch what happens. The search resulted in 99 hits. A hit is a place in the World Wiz Database where the word "river" occurs. We can see the first hit, the Iguazu River in Argentina.

11. Click the **green arrows** to scroll through the hits. They are indicated in red. This will help you quickly scan the page to find the information.

12. Try another search for practice.

13. Now go to two more countries and complete the ACME International Data forms for each country.

14. Last but not least, use the World Wiz to learn key phrases in any of 12 foreign languages. Click Talking Translator, at the bottom left of the World Wiz.

15. When you are finished, to exit Explore Mode and begin a new case, click the **Videophone tab** and then the words, **The Chief.**

Teacher's Guide   **19**

V.I.L.E. VOCABULARY BUILDERS

Subject Areas
- Geography
- Language Arts

Geography Skill Set
- Acquiring Geographical Information

Materials
- Crossword Puzzle, pages 37–38
- Student dictionaries

Description
Students are exposed to many new vocabulary words as they play *Where in the World is Carmen Sandiego?* This activity contains a number of vocabulary-building experiences to prepare students for the new words that they will encounter during gameplay.

Preparation
- Reproduce pages 37–38, the Crossword Puzzle, for each student.
- Have students complete Tutorial 3: The World Wiz Database, pages 18–19.
- Pages 6–7 in *World Geography*, the recommended resource, contains a helpful glossary of basic geographic terms that will help students in playing *Where in the World is Carmen Sandiego?* If this resource is available, it may be helpful to go over these terms before completing this activity.

Procedure
1. Distribute copies of pages 37 and 38.
2. Have students take turns reading the clues in both crossword puzzles. Review dictionary skills, if necessary, and assign the puzzles.
3. Meet together when everyone is done. Discuss the new vocabulary learned. Students can save the completed worksheets in their Detective Folders (see page 5 of the Introduction) for help during gameplay.

Extensions
- Have students create their own crossword puzzle, word searches or other vocabulary-building activities using their own custom list of words.
- Complete the activity, ACME Clue Support, page 21.

Related Internet Resources
- Roget's Thesaurus:

  http://humanities.uchicago.edu/forms_un rest/ROGET.html
- Webster's Dictionary:

  http://c.gp.cs.cmu.edu:5103/prog/webster

ACME CLUE SUPPORT

Subject Areas
- Geography
- Language Arts

Geography Skill Sets
- Organizing Geographical Information
- Analyzing Geographical Information

Materials
- ACME Clue Support, pages 40–41
- Digisketch Checklist, page 39
- Overhead Projector (optional)

Description
Carmen clues are a challenge and can give the blues to even the most determined gumshoe! This activity will provide you with some helpful strategies to aid your budding sleuths.

Preparation
- Have students complete Tutorial 1: ACME Beginner's Guide, pages 11–15.
- Duplicate pages 39–41, the ACME Clue Support and the Digisketch sheets, so that each student or group receives a copy.
- Option: You can complete this activity in a total class session. Create an overhead transparency of pages 39–41 and fill in the answers together.

Procedure
1. Gather students around the computer and launch the program. At the prompt, select **Yes, I want a new case.**
2. When you arrive at your first location, click the **Digisketch tab** to open the window. The Digisketch is a good way to introduce your students to the variety of suspect clues.
3. With your students, go through each of the choices in the Digisketch and on page 39.

Create a variety of villain profiles. This will familiarize students with the Digisketch categories, so they can mentally sort the clues during gameplay.

4. Click the **Digisketch tab** to close the window. Click the **first witness** you see on the screen and then click the words on the Babel-Link, **Tell me about the suspect.** Listen to the clue. Review with students how to save the clue to the notepad. See Steps 5–6 of Tutorial 1, page 12.
5. Now open the Digisketch again and together fill in whatever information you can determine from the single clue. Remind students that they should not make guesses. Encourage them to use the dictionary, encyclopedia or other resources for help.
6. Distribute pages 40–41 (or place the transparencies on the overhead projector). Students can complete these individually, in pairs or in small groups.

Extension
- Use the Digisketch Checklist, page 39, as a springboard for students to brainstorm additional adjectives that match the suspect categories.

Related Internet Resource
- An online dictionary is great clue support—this site offers a hypertext version of Webster's Dictionary.

  http://c.gp.cs.cmu.edu:5103/prog/webster

MISSING COUNTRIES!

Subject Areas
- Geography
- Language Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- Missing Countries!, page 42

Description
Carmen and her gang have stolen 13 countries in their worst crime yet! Use this word search activity to locate and research each of the missing countries.

Preparation
- Copy page 42, Missing Countries!, for each student or group..

Procedure
1. Distribute page 42 to the class or place copies in a learning center.
2. When students have completed the word search activity, ask them to do some detective work about the countries they found. They can work independently or in small groups.
3. Have them complete the follow-up investigation on page 42.
4. When finished, students can present the information about their country to the rest of the class.

Extensions
- Students can adapt the research work completed in this activity into a multimedia presentation using Kid Pix Studio Deluxe.
- The activity, A Mental Trip, page 26, is a fun geography game and a perfect follow-up.

- *World Geography*, the resource recommended on page 4, contains reproducible political and physical maps for each continent. If this resource is available, use these maps and the accompanying lessons as an extension to this activity.

Related Internet Resources
- Excite Travel is one of the best, most comprehensive international travel resource. It is a great place to start a search for good international sites.

  http://www.city.net/
- The Web66 International Registry of Schools is a good place to look for schools with their own Web sites.

  http://web66.coled.umn.edu/Schools.html

INTRODUCTION TO CASE REPORTS

Subject Areas
- Geography
- Language Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- ACME Case Report, page 43

Description
Any detective worth his or her salt needs to know how to complete a case report! This lesson supports students in becoming better ACME detectives by reflecting on their actions and taking notes while playing the game. The completed case reports are written records of each student's computer activity and can easily be adapted for use as an assessment tool.

Preparation
- Complete Tutorial 1: ACME Beginner's Guide, pages 11–15.
- Assign students to play through at least one case before beginning this activity.
- Divide the class into groups of three or four students. Assign the following roles to students in each group: clue reader, navigator, recorder and reference librarian. (See page 6 in the Introduction for support with cooperative group strategies.)
- Duplicate a copy of page 43, the ACME Case Report, for each group.

Procedure
1. Distribute copies of page 43 and go through the Case Report to familiarize your students with the process.
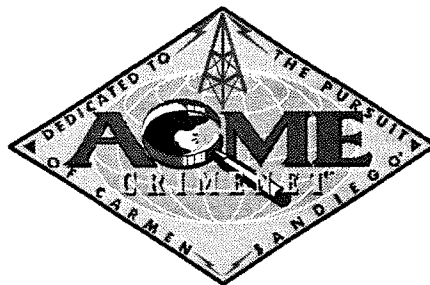
2. Provide each group with ample computer time to work through one case. (See pages 7–8 of the introduction for suggestions on the organization of computer time.)
3. Have groups fill out page 43 as they solve the case.
4. After all the groups are finished, gather together for a "debriefing" session. Encourage your rookies to share their gameplay strategies and observations.
5. Assign students a new case to solve, and again have them use the Case Report to document and reflect on their experience.

Extension
- Have students compare and contrast the various cases they have documented. Were some suspects harder to catch? What resources did they consult? dictionaries? almanacs? World Wiz Database? What strategies did they apply?

Related Internet Resource
- Visit Carmen's very own Web page: http://www.carmensandiego.com. It contains a compendium of Internet geography sites to help students solve their cases.

NEW VILLAIN ON THE LOOSE

Subject Areas
- Language Arts
- Fine Arts
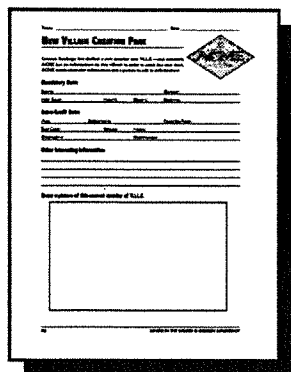
Geography Skill Set
- None

Materials
- New Villain Creation, page 44

Description
This activity builds on the elements of humor and fantasy associated with the V.I.L.E. gang members in *Where in the World is Carmen Sandiego?* It gives students a chance to create their own V.I.L.E. gang member.

Preparation
- Duplicate a copy of page 44, the New Villain Creation Page, for each student.

Procedure
1. Tell the class that Carmen Sandiego has recruited a new member into V.I.L.E. and currently, ACME has no information on this villain. In order to catch the new thief, ACME desperately needs information and a picture to add to its database.
2. Distribute copies of page 44.
3. Have students complete page 44, the New Villain Creation Page, and design their own V.I.L.E. character.

Extensions
- If you have access to a camera, have your students dress up and pose as their villain. You can use this photograph, rather than a drawing, in their completed villain profiles.
- Have the students write an investigation adventure using their new V.I.L.E. characters.

- Complete the activity, New Villain Database, page 25, incorporating the new villains from this lesson.

Related Internet Resources
- 1998–1999 Occupational Outlook Handbook site is an easy-to-use resource. Assign students to visit this site and research what it takes to become a Detective or Investigator. Site includes information about the nature of work, training, earnings, job outlook and related occupations.

  http://www.bls.gov/oco/ocos157.htm

New Villain Database

Subject Areas
- Language Arts
- Mathematics

Geography Skill Set
- None

Materials
- Index card for each student
- Database software program

Description
In this activity, students will learn the basics of a database by using the "data" created in the activity, New Villain on the Loose, page 24.

Preparation
- Select and familiarize yourself with an appropriate database program that is a match for your students' age and abilities.
- Have students complete the three tutorials, pages 11–19 and the activity, New Villain on the Loose, page 24.
- Divide the class into pairs.

Procedure
1. In a whole class setting, list the characteristics described on the Digisketch (Gender, Hair Color, Height, Weight and Wearing). Distribute index cards and have students copy these characteristics, leaving room on the right to add the data. You can also opt to include the additional (extra credit) data from the character profiles students created in the previous lesson, New Villain on the Loose, page 24.

2. Have students fill out a data card for the V.I.L.E. villains they created in the previous activity, New Villain on the Loose.

3. Gather around the computer, launch your database program and show students how to create the database. Add each of the necessary fields (which are the physical character-

istics from the data cards: Gender, Hair Color, Height, etc.).
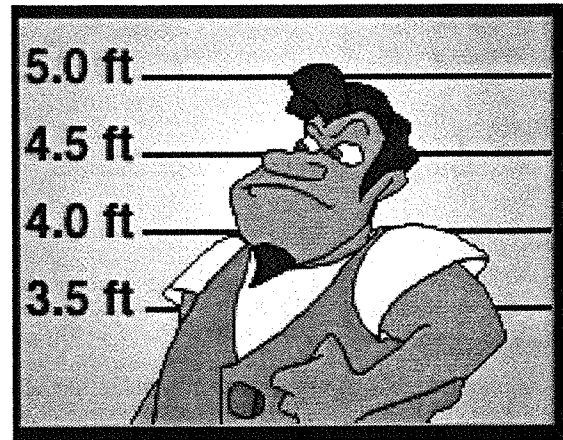
4. Now show your students how to enter their specific data for each of the categories. Go through the steps with an example of your own and then invite two or three students to come up and enter the data for their villains.

5. Assign ample computer time for all students to enter their "criminal data." (The students who were invited to demonstrate in the earlier step can function as "database experts" and help others in the class.)

6. When the database is complete, demonstrate how to perform searches to sort criminals by different attributes. Discuss how this could be helpful to an ACME detective.

Extension
- Have students write their own clues for their criminals. Read the clues to the class and use the database to help discover each criminal.

Related Internet Resource
- 1998-1999 Occupational Outlook Handbook site is an easy-to-use resource. Assign students to visit this site and research what it takes to become a Detective or Investigator. Site includes information about the nature of work, training, earnings, job outlook and related occupations.

  http://www.bls.gov/oco/ocos157.htm

A MENTAL TRIP

Subject Area
• Geography

Geography Skill Set
• Acquiring Geographical Information

Materials
• None

Description
This is a quick activity that can be used at the end of the day or class period. Teachers can direct the game themselves or train a student leader. To begin, the leader names a starting place and the destination for a "mental trip." Students must identify the countries they will pass through (as the crow flies) to reach their destination.

Preparation
• None

Procedure
1. Tell your students that they are going to play "mental geography." In the game, students will take an imaginary trip to help them learn the locations of countries all around the world.

2. Choose a starting location. This could be your state, a country you have been studying or the Carmen gang's last hiding place.

3. Choose a destination for your trip and the direction (north, south, east, west) in which you will be traveling.

4. Have students volunteer the names of the countries that are crossed, in the correct order, to reach the destination.

5. If students get stuck, have a volunteer locate the next country by looking at a map or globe, only offering the name of the next country.

6. The reward for naming all the countries correctly could be one or two minutes extra recess or free time.

Extensions
• Have students also identify the latitude and longitude of each location.

• Older students could also name rivers, lakes or oceans crossed on each trip.

• *World Geography*, recommended on page 4, has an activity called "Islands" for each continent. These activities provide practice with latitude and longitude.

Related Internet Resource
• Visit Carmen's very own Web page: **http://www.carmensandiego.com**. It contains a compendium of Internet geography sites that can be accessed as an extension to this activity.

Maps, Scales & Ratios
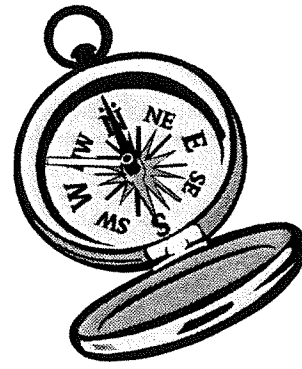
Subject Areas
- Geography
- Mathematics
- Fine Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- Rulers (marked with both millimeters and inches); yard sticks or measuring tapes
- Several maps showing different scales: a street map of your city, map of your state, a map of the United States and a world map, (one map for each group of four students)
- Mapmaker's Instruction Guide, page 45, for each group
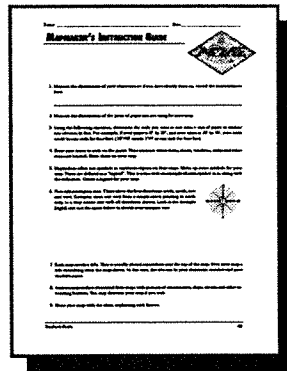
Description
In this group activity, your gumshoe detectives will get a first-hand feel for how maps are constructed by creating their own classroom maps drawn to scale.

Preparation
- Duplicate page 45, the Mapmaker's Instruction Guide, for each group.
- Show the maps you have collected to your class. Discuss the differences in design and function of each.
- Find the scale indicators on each map and write the scales on the chalkboard. Tell your students that the choice of map scale depends on the size of the area you want to cover and the amount of detail you want to include. Show them several examples and/or leave some out at an activity center so that students can examine various kinds of maps.

- Be sure to create your own classroom map first so that you are familiar with the process and have an example to show your students.
- Divide class into groups of four.

Procedure
Session One

1. Distribute Mapmaker's Instruction Guide, found on page 45, so that each group has a copy.
2. For this first session, assign the first three steps only.
3. When groups are done, compare their results. If there are any discrepancies in the measurements, decide together how to resolve the problem.

Session Two

1. Give each group a map and redistribute their copies of page 45.
2. Explain the steps as noted on the guide.
3. Give groups enough time to complete the task. Circulate and offer support as needed.

Extension
- Students can create maps of the school and surrounding community. Compare the process of constructing a map of a much larger area. How does this affect the amount of detail you can offer in the map?

Related Internet Resource
- Excite Travel maps

  http://www.city.net/indexes/top_maps.html

  Offering maps that cover every geographical region of the world, including historical maps, satellite images and political maps.

ACME TRAVEL WRITERS

Subject Areas
- Geography
- Language Arts
- Fine Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- Travel magazine and brochure samples
- Art materials: paint, glitter, colored construction paper
- Large sheets of construction paper or drawing paper
- Large sheets of newsprint paper for design drafts
- Travel Writer's Worksheet, page 46

Description
In this activity, students will design a travel brochure to advertise a selected country from *Where in the World is Carmen Sandiego?*

Preparation
- Gather sample travel brochures from agencies, magazines and other sources.

Procedure
1. Begin by showing students the sample travel brochures.
2. As a group, brainstorm the qualities that make these brochures effective (or ineffective). How do they attract potential travelers?
3. Now list suggestions to improve the brochures. The following questions can be used to support student evaluation.
   - What information makes some brochures more interesting than others?
   - What types of images (photos, paintings, sketches) are most effective in a travel brochure? Why?
   - What colors and layouts work well? How can pictures and text be most effectively arranged?
4. Explain the need to plan for all desired sections of their brochures and that students should first make a rough layout sketch (using the newsprint) of their brochure.
5. After they are happy with their rough sketches, students can create first drafts. Remind them to plan areas for both text and illustration.
6. Now give students time to write their "copy" or text. Distribute the copies of page 46, the Travel Writer's Worksheet.
7. Include time for students to swap drafts and proofread each other's work. When complete, students can construct their final brochure on the higher quality paper.
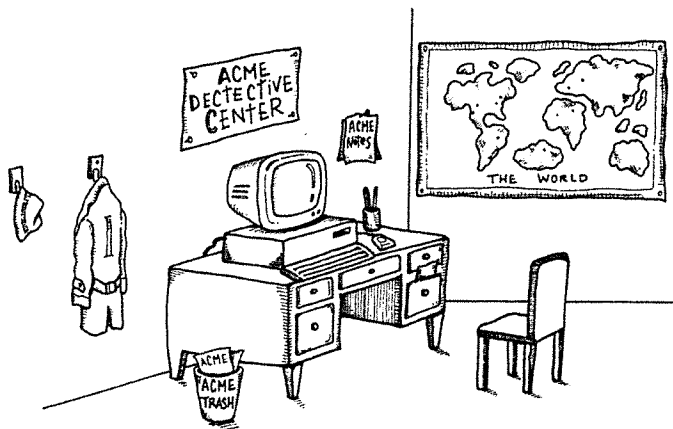
Extensions
- Have students make travel posters for their destinations. Posters may also be designed in the style of an artist from the selected country.
- Use *The Print Shop Premier Edition* or *Kid Pix Studio Deluxe* to create electronic, multimedia versions of the travel brochures.

Related Internet Resources
- Use the Internet as a source of information and downloadable images to incorporate into the travel brochures. Start with City.net, a comprehensive international travel site: **http://www.city.net/**
- Complete the activity, ACME Internet Explorer's Club, page 34.
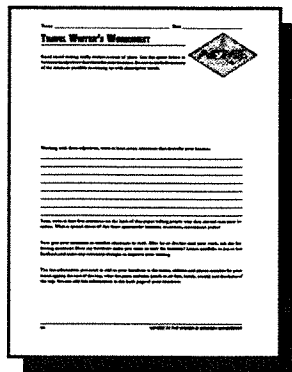
Rivers of the World
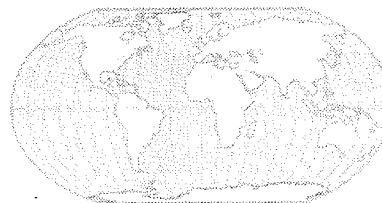
Subject Areas
- Geography
- Language Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- World maps, atlases, almanacs and other geographical reference books
- ACME River Research, page 47
- Story Organizer, page 48
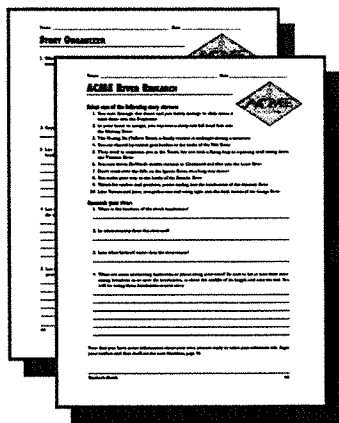
Description
In this activity, students learn about geography as they plan escape routes for ACME agents down selected rivers of the world. They will research a river, plan an escape down the river and write a corresponding ACME agent adventure tale.

Preparation
- Duplicate the ACME River Research, page 47, for each group.
- Divide students into groups of three or four students.
- Be sure that all students have completed Tutorial 3: The World Wiz Database, pages 18–19, and that they are familiar with the database's Find feature.
- Duplicate page 48, the Story Organizer, one for each student

Procedure
Group Research

1. Ask students to imagine they are ACME agents being chased by V.I.L.E. gang members.
2. Distribute copies of page 47. Assign one of the story starters on page 47 to each group.

Each story starter refers to a specific river, but does not identify it. Students must figure out where the river is located.

3. Ask students to complete the following steps:
   - Use the World Wiz Find feature to search for your river. Record the countries through which the river flows.

     NOTE: The World Wiz is a great place for students to begin their research; however, it does not include every world nation. Students may need to consult additional resources to complete their research.
   - Answer the questions on page 47.

Individual Writing Assignment

1. Distribute copies of the Story Organizer, page 48. Explain to students that they will incorporate the research completed in their groups to write an individual adventure tale.
2. Review the process of creating an outline (and any of the other steps to the writing process) with your students. Students can swap completed drafts with a classmate for support in the editing and proofreading stages.

Extension
- *World Geography*, recommended on page 4, contains a map and matching activities for the major rivers in each continent. Check this book's table of contents on pages 2–3 for specific page numbers.

Related Internet Resource
- Have students post their completed Adventure Tales on your school's Web page. They can create hypertext links from their documents to Internet sites that provide additional information.

Escape to the Sea!

Subject Areas
- Geography
- Language Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- Atlases, maps, almanacs and other geography reference books
- Escape to the Sea!, page 49
- Large political world map
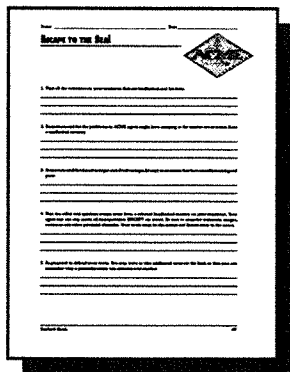
Description
In this activity, students will discover countries that are landlocked and will consider the problems an ACME agent might have escaping to the coast. Using a map of their assigned continent, students will identify all the landlocked countries and will plan the quickest and safest route to reach the coast from each country.

Preparation
- Explain the meaning of "landlocked" to the class.
- Divide the class into groups of four.
- Duplicate page 49 for each group.

Procedure
1. Distribute continent maps and copies of page 49 to each group.
2. Ask students to imagine they are ACME agents operating in their continent and explain the steps on page 49.
3. Circulate and provide support as needed.
4. When groups are finished, have them present their escape routes to the class.

5. Trace each group's route on the large political world map.
6. Together, critique each group's route. Is it the most efficient one?
7. Have each group answer questions from the class to explain and defend their escape routes. (Problems encountered in their "escape" may include rivers, mountains, weather and unfriendly governments.)

Extensions
- Have the students investigate major world powers that are landlocked and research how that nation has overcome the problems inherent in having no ports or coastline.
- *World Geography*, recommended on page 4, contains easy-to-read, reproducible boundary maps of each continent that can be used as an extension of this activity. See this book's table of contents on pages 2–3 for specific page numbers.

Related Internet Resource
- Visit Carmen's very own Web page: http://www.carmensandiego.com. It contains a compendium of Internet geography sites that students can access as an extension to this activity.

MULTICULTURAL MELODIES

Subject Areas
- Geography
- Language Arts
- Fine Arts

Geography Skill Set
- Acquiring Geographical Information

Materials
- Multicultural Melodies, page 50
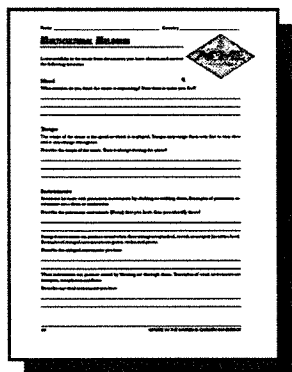
Description
Where in the World is Carmen Sandiego? offers a wonderful variety of authentic music from around the world. In this cooperative activity, students will use page 50 to analyze and describe the music they hear in the program. They will also compare their observations of music from countries located in the same region of the world. Groups will share their observations.

Preparation
- Make two or three copies of page 50 for each student.

Procedure
1. Gather around the computer and launch the program. Select the Explore Mode and travel to four or five different countries. Focus on the music in each location. Show students page 50 and explain the steps.
2. Divide the class into groups of four.
3. Have each group choose a country from those represented in *Where in the World is Carmen Sandiego?* If possible, assign each group a specific region in the world from which to select their country. They can use the Explore Mode to browse the entire list of countries. See pages 16–17 for support in using the Explore Mode.

4. Allow each group ample time to listen to the music of their selected country and to complete page 50.
5. Have each group share its observations with the rest of the class. Are there similarities in music from different regions of the world? What might account for that?

Extensions
- Repeat this activity, except have students select a second country in the same region of the world. Have them compare and contrast the music of the two countries. They can use a Venn Diagram or any other graphical organizer.
- Complete the activity, Dancing Around the World, on page 32.
- Invite parents or adults from the community to visit your class who have recently immigrated. Ask them to share the music from their countries. Ask them to bring in recordings, instruments and discuss the role that music played in their home culture.

Related Internet Resource
- Yahooligans' Art Soup/Music category has a number of interesting musical links:

  http://www.yahooligans.com/Entertainment/Music/

Dancing Around the World

Subject Areas
- Geography
- Language Arts
- Fine Arts

Geography Skill Set
- Acquiring Geographical Information

Materials
- None

Description
In this activity, students will listen to the music available in the various locations in *Where in the World is Carmen Sandiego?* They will then select a country, create a dance to go with the music and teach the rest of the class their dance.

Preparation
- Assign students to play one or two cases of *Where in the World is Carmen Sandiego?* Ask them to listen closely to the background music as they travel to each country.
- Have students complete Tutorial 2: The Explore Mode, page 16–17.
- Complete the activity, Multicultural Melodies, page 31.

Procedure
1. Gather students around the computer and select a favorite "musical" location.
2. Direct students to listen to the music's beat, rhythm and mood. Take a minute to discuss the music.
3. Ask them to close their eyes and visualize dancers moving to the music. Have students move their bodies gently to the rhythm of the music. Each group will combine its individual movements into a dance.
4. Now divide students into groups of four and assign each group a particular country (or you can allow them to select their own).
5. Give groups time to go through the same process you just demonstrated. Remind them to use the Explore Mode.
6. Groups can practice their dance until each student knows it.
7. Have all groups perform and then teach their dances to the rest of the class.

Extensions
- Have students perform their dances for kindergartners or first graders.
- Allow students to create props and costumes for their dances. They could do some research and try to create authentic costumes, instruments or other decorative items.

Related Internet Resource
- Yahooligans Art Soup/Dance category:

  http://www.yahooligans.com/Art_Soup/Dance/
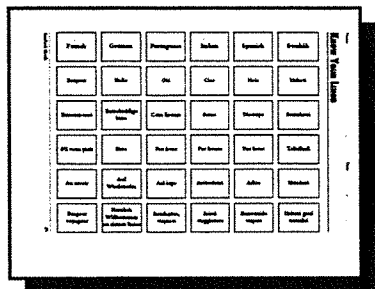
KNOW YOUR LINGO

Subject Areas
- Foreign Language
- Language Arts

Geography Skill Set
- Organizing Geographical Information

Materials
- Know Your Lingo, page 51
- Scissors

ACME Talking Translator

Words and Phrases — Languages

Words and Phrases			Languages
Hello.	Yes	Help!	Arabic
Goodbye.	No	Stop thief!	English
Good Morning.	zero	Greetings traveler!	French
Good Afternoon.	one	Enjoy the flight.	German
Good Evening.	two	How do you say...	Hindi
Please.	three	How much is...	Italian
Thank you.	four	My name is...	Japanese
You're welcome.	five	Call the Police!	Korean
Excuse me.	six	Where is the bathroom?	Mandarin
I'm sorry.	seven	Meet me at the marketplace.	Portuguese
water	eight	Have you seen a woman in red?	Russian
detective	nine		Spanish
secret password	ten		Swahili

赤い服の女性を見かけませんでしたか？

Description
This interactive game is designed to help students become familiar with popular phrases in several languages by matching words to languages. Use it as a follow-up to using the Global Language Link-Up and Talking Translator features of gameplay.

Preparation
- Reproduce two copies of page 51, Know Your Lingo. One copy will be used as your answer key reference and the other copy will serve as student game cards. You may want to copy this page onto cardstock for better durability.
- Cut squares from the game card worksheet and mix them up. Collect into a pile.
- Determine the number of students playing the game. There are 36 cards. You may choose to give some students more than one card or eliminate cards.
- List languages on the board: French, German, Portuguese, Italian, Spanish, Swahili.

Procedure
1. Tell students they will be playing a foreign language game. Pass out cards face down, one card per student. Students are to keep the cards face down until the game begins. The game begins when you say "Go!"
2. Students look at their cards, assess the language used, then try to find other students who have cards in the same language. One person of the group will be holding the title card for the language.
3. Once students have found all the matches, their group should sit down.
4. To verify correct groupings ask one group at a time to stand. Each member of the group recites the word on his or her card. Check your answer key. Groups who are correctly matched win that round.
5. Mix the cards up, redistribute, then play another round. Each time the game is played students become more familiar with these foreign language phrases.
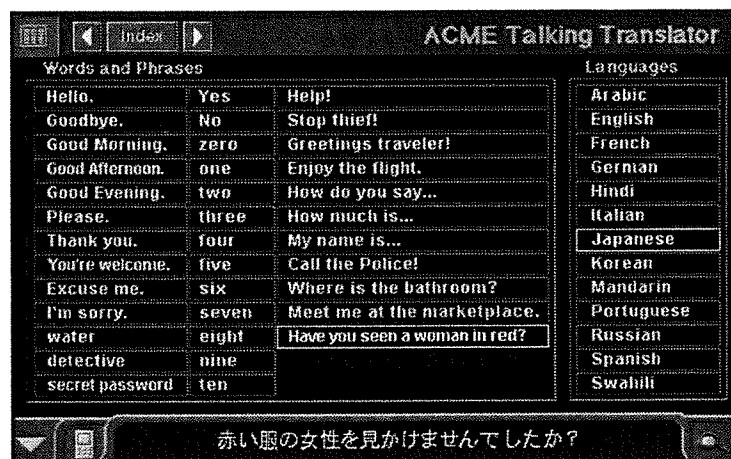
Extension
- Review how to use the Global Language Link-Up kiosks and how to access the Talking Translator. See pages 13 and 19 in this Teacher's Guide. Students can add more language cards using the Talking Translator as a reference for proper spelling and pronunciation. Try new languages and phrases.

Related Internet Resource
- Travelang's Foreign Languages for Travelers is a site that provides phrase, vocabulary and maps for over 60 languages.

http://www.travlang.com/languages/

ACME INTERNET EXPLORER'S CLUB

Subject Areas
- Geography
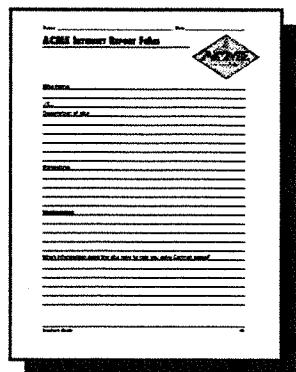- Language Arts

Geography Skill Sets
- Acquiring Geographical Information
- Organizing Geographical Information
- Analyzing Geographical Information

Materials
- Computer with access to the Internet and software to browse the World Wide Web.
- ACME Internet Report Form, page 52

Description
Playing *Where in the World is Carmen Sandiego?* and surfing the Internet have some obvious similarities and this lesson is designed to connect gameplay with some safe exploration experiences on the World Wide Web. In this activity, students will visit Carmen Sandiego's very own Web page and will investigate a number of interesting geography sites.

Preparation
- Review your district's acceptable use policy for the Internet with your students. If you don't already have one in place and you need help in creating this document, visit: **http://www.classroomconnect.com/resource/aup.html** This site offers a compendium of sites that provide support for Internet safety.
- Duplicate the ACME Internet Report Form for each student or group.
- Preview Carmen's Web page before introducing it to your students. The URL is **http://www.carmensandiego.com** Set a bookmark for the site, if possible.

Procedure
1. Gather students around the computer. Launch your browser and review its operation and features with your students.
2. Tell students that Carmen Sandiego has her very own Web page that we will visit today. Type in the URL or click the bookmark to go to the site.
3. Show students the variety of resources and activities in the site.
4. Introduce the ACME Internet Report Form to your students. Give them copies of page 52 and show them how to fill it out.
5. Assign students to do their own exploring beginning at the Carmen site. Students can work in pairs or small groups depending on the number of available computers and computer time.
6. When students are finished, meet together and discuss the sites that were discovered.

Extensions
- If your school has a Web site and you know HTML (or have someone with those skills available as a resource), publish a Web page of your students' favorite educational links that they discovered in this activity.
- For additional Internet sites, see the section, Related Internet Resources, in the other activity plans in this Teacher's Guide. There are many additional educational sites referenced.

INTERNATIONAL VACATION PLANNER

Subject Areas
- Geography
- Language Arts
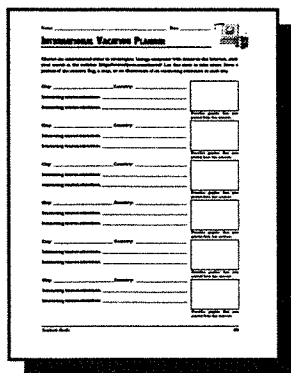
Geography Skill Set
- Acquiring Geographical Information
- Organizing Geographical Information

Materials
- Geography/travel related Web site addresses and computer with Internet access
- International Vacation Planner, page 53
- Optional: several travel brochures from a variety of countries
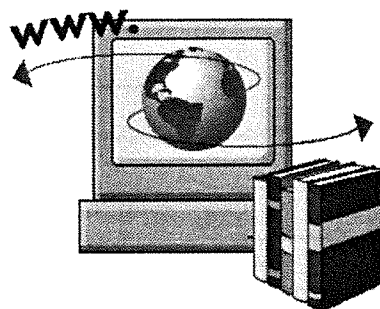
Description
Students will use their Internet research skills to investigate several international vacation destinations. Students then create a vacation planner using the information they have discovered.

Preparation
- Reproduce page 53, the International Vacation Planner.

Procedure
1. Distribute copies of page 53 and explain the activity to your students. It is advisable for students to work in pairs so they can assist each other. Partnering students also helps increase student-to-computer ratio productivity.
2. Launch *Where in the World is Carmen Sandiego?* Choose Explore Mode. Go to the World Wiz Database (see page 19) and access the Internet browser. Once students are on the Internet, have them enter the following address: **http://www.lycos.com/travel/**
3. At the top right of the Web site, click and hold the button that reads "Pick a Destination" to view various travel locations. After a destination is selected, choose "Attractions and Activities" from the left side of the next screen to access detailed information.
4. Students should use page 53 to take notes on their Internet search.
5. Have students use their notes and the graphics they print from their Internet search to create a travel booklet.

Extensions
- Students may want to create a more elaborate booklet with construction paper, use a publishing program like *The Print Shop PressWriter*, or design a multimedia book using *Kid Pix Studio Deluxe* or other software program.
- Have students choose a country and design a travel brochure promoting tourism for the country.

Related Internet Resources
- A comprehensive international travel site:
http://www.city.net/
- Another resourceful geography site:
http://wiuadm1.wiu.edu/Resources/geogr.htm

Name _____ Date_____

ACME INTERNATIONAL DATA
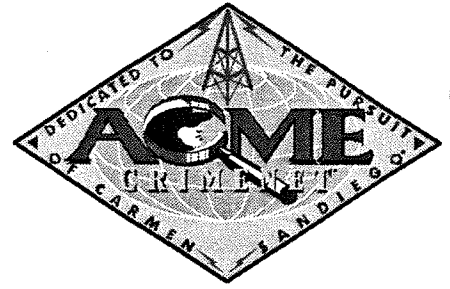
Answer the following questions about the country you have researched.

Official Name: _____

Continent: _____

Land Area: _____

Capital: _____

Language(s): _____

Currency: _____

Industry: _____

Write a short summary of the photos or video of this country. What information was conveyed through the images? Do they make you want to visit this country?

_____

_____

_____

_____

_____

_____

Would you visit this country in real life? Why or why not? State at least four different reasons from the facts you have read in the essays for this country.

_____

_____

_____

_____

_____

On the back of this page, write a complete paragraph stating why you might or might not be interested in visiting this county in real life. You can work from the notes you wrote in the step above. Cite at least three different facts from the country essays (in the World Wiz Database) to support your decision.

CROSSWORD PUZZLE #1
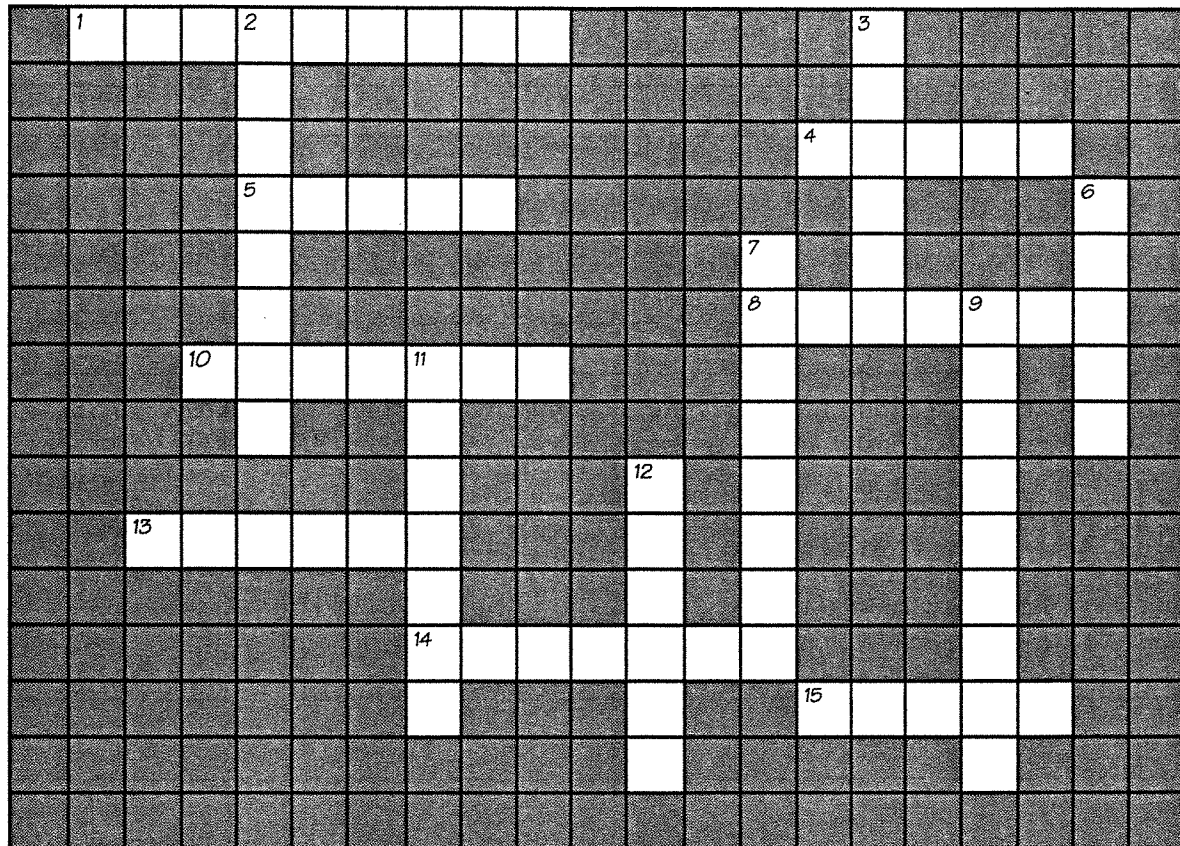
Across Clues

1. Located in North America, this country's currency is called quetzal.
4. This Asian country's capital is Kathmandu.
5. This African country's capital is Kinshasa
8. Located in Eastern Europe, this country's capital is Budapest.
10. This Asian country's currency is called dong.
13. This is the biggest country in Western Europe.
14. This country is located on an island and its capital is Reykjavik.
15. This Asian country is where the Ganges River is found.

Down Clues

2. Jane Goodall began studying chimpanzees here in 1960.
3. Krona is the currency in this European country that is home to the Nobel Peace Prize.
6. Located in Africa, this country is home to the Giza Pyramids.
7. This Asian country is shaped like an elephant's head. Its capital is Bangkok.
9. This country is located south of the equator and it is sometimes called "Down Under."
11. This African country's export crops are cacao, rubber and timber.
12. The St. Lawrence River is located in this North American country.

The Words

TANZANIA
NEPAL
FRANCE
GUATEMALA
EGYPT
INDIA
THAILAND
NIGERIA
ICELAND
SWEDEN
CANADA
ZAIRE
HUNGARY
VIETNAM
AUSTRALIA

CROSSWORD PUZZLE #2
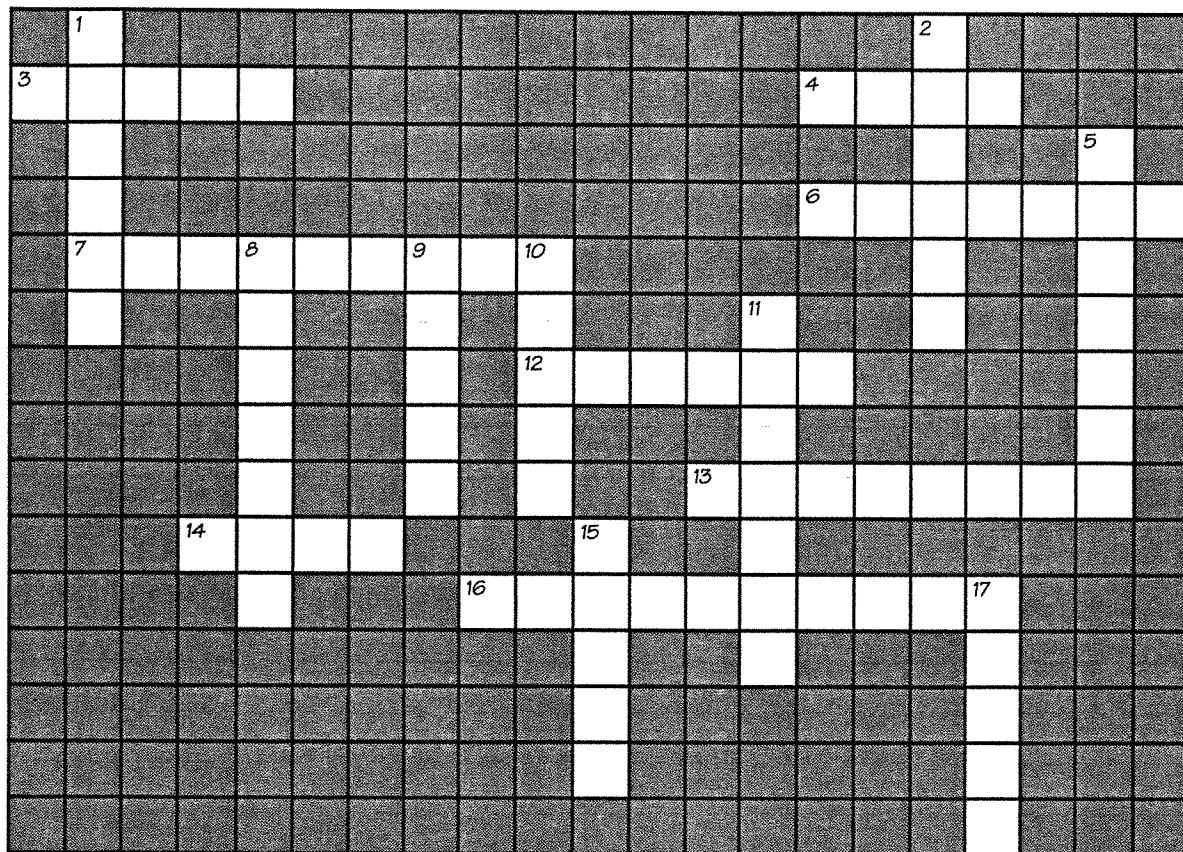
Across Clues

3. A sweet, brown-colored drink that is served hot.
4. A type of wood.
6. A chocolate snack cut into a square.
7. A bright yellow flower that grows very tall.
12. Another word for skinny.
13. The opening in the lens of a camera that allows light inside.
14. A black rock that is very shiny when polished.
16. Another word for eyeglasses.

Down Clues

1. A person who is very large and strong.
2. A color that is dark brownish-red.
5. An extremely tall animal.
8. Fire red in color.
9. An extremely large marine mammal.
10. Reddish-brown in color.
11. A French word for hat.
15. Large or heavy.
17. A spicy red sauce that contains chopped tomatoes.

The Words

SPECTACLES
ROBUST
TEAK
HEFTY
ONYX
CHAPEAU
APERTURE
SALSA
GIRAFFE
SLIGHT
FLAMING
SUNFLOWER
WHALE
MAROON
BROWNIE
COCOA
RUSTY

WHERE IN THE WORLD IS CARMEN SANDIEGO?

DIGISKETCH CHECKLIST

Digisketch

Gender   Male
Hair Color   Brown
Height   Tall
Weight   Heavy
Wearing   Camera

Issue Warrant
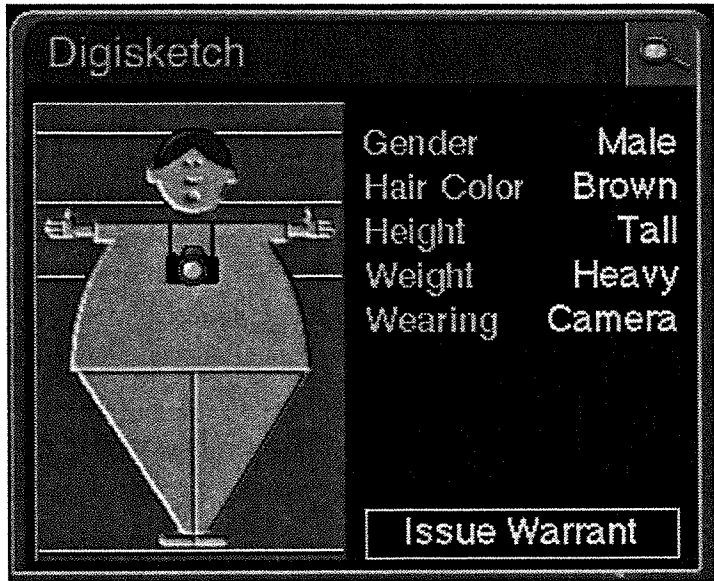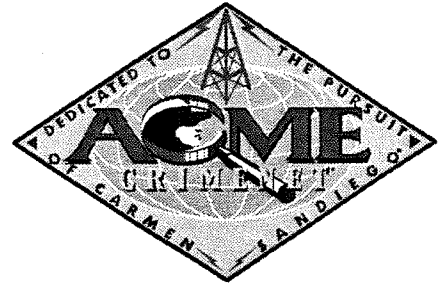
Gender
- ☐ Male
- ☐ Female

Hair Color
- ☐ Blonde
- ☐ Brown
- ☐ Black
- ☐ Red
- ☐ Gray

Height
- ☐ Tall
- ☐ Medium
- ☐ Short

Weight
- ☐ Thin
- ☐ Average
- ☐ Heavy

Wearing
- ☐ Hat
- ☐ Camera
- ☐ Watch
- ☐ Glasses

ACME Clue Support 1
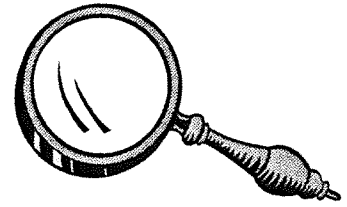
Example:

He looked like he had poured an entire bottle of peroxide on his head.
Key word: **Peroxide**   Category: **Hair Color**   Answer: **Blonde**

I couldn't help but notice that he towered above all his friends.

Key word: Category: Answer:

She took a ticker wherever she went.

Key word: Category: Answer:

Her tresses were black as night.

Key word: Category: Answer:

She said her nickname was "Skyscraper."

Key word: Category: Answer:

He had an accessory, which he probably winds once a day.

Key word: Category: Answer:

It's not that she's too wide; it's that doorways are too narrow.

Key word: Category: Answer:

My Doberman is taller than she is.

Key word: Category: Answer:

She wore spectacular spectacles.

Key word: Category: Answer:

ACME CLUE SUPPORT 2

He could barely get a comb through his caramel colored hair.

Key word: Category: Answer:

She thought she had it made in her shades.

Key word: Category: Answer:

He's an ordinary guy, not too short and not too tall.

Key word: Category: Answer:

She must eat like Jack Sprat.

Key word: Category: Answer:

She said she won't go anywhere without a "brain bucket."

Key word: Category: Answer:

Judging by her size, I'd say she had an average appetite.

Key word: Category: Answer:

She's not the kind of person you can take lightly.

Key word: Category: Answer:

I wouldn't hesitate to describe his height as dinky.

Key word: Category: Answer:

He was the opposite of raven-haired.

Key word: Category: Answer:

MISSING COUNTRIES!

Carmen and her gang have stolen 13 countries in their worst crime yet! Find the missing countries by drawing a circle around them.

A	S	Z	G	R	E	E	C	E	E
F	A	I	L	F	G	L	O	T	A
G	O	A	N	P	E	K	N	U	G
H	R	N	I	A	J	A	P	R	L
A	E	N	R	N	P	X	P	K	S
N	G	S	H	A	C	O	B	E	D
I	I	C	J	M	U	Z	R	Y	N
S	R	O	F	A	B	M	L	E	A
T	A	I	N	O	A	P	Q	F	L
A	N	R	B	R	A	Z	I	L	R
N	O	Q	U	R	S	E	E	X	E
E	X	H	E	S	O	A	Z	E	H
A	Z	O	A	B	S	O	O	N	T
C	A	M	B	O	D	I	A	F	E
Z	B	O	L	I	V	I	A	A	N

Missing Countries

AFGHANISTAN
BOLIVIA
BRAZIL ·
CAMBODIA
CUBA
GREECE
IRAN
ISRAEL
JAPAN
NETHERLANDS
PANAMA
RUSSIA
TURKEY

Select one of the countries from the word search and do the following investigation. You can use the World Wiz Database, almanacs, encyclopedias or other books for help. Remember to list any references you use.

1. Locate the country on a world map or globe.

2. On the back of this paper, draw a simple outline of the country and label it with the name of the country and the continent on which it is located.

3. Name at least four countries that border or are near this country.

4. What are the languages spoken in this country?

Reference books I used for my research:

1. _____

2. _____

3. _____

4. _____

WHERE IN THE WORLD IS CARMEN SANDIEGO?

Name _____ Date_____

ACME CASE REPORT

What treasure was stolen and from where?

_____

_____

What was the villain's name? _____

Were you successful in nabbing the crook?_____

If not, what went wrong? If yes, explain why you think you were successful.

_____

_____

In the chart below, list the information for each location you visited while solving your case. (Hint: Use the World Wiz Database for information on any location or ask for a Good Guide to tell you about the location.)

	Name of Country	Location	Time Zones Crossed	Continent
Destination #1:				
Destination #2:				
Destination #3:				
Destination #4:				

Record the suspect's characteristics from the Digisketch:

Gender: _____

Hair Color: _____

Height: _____

Weight: _____

Wearing: _____

On the back of this page, describe the villain WITHOUT using any of the terms from the Digisketch.

Name _____ Date_____

NEW VILLAIN CREATION PAGE

Carmen Sandiego has drafted a new member into V.I.L.E.—and currently
ACME has no information on this villain! In order to catch this new thief,
ACME needs character information and a picture to add to its database.

Mandatory Data:

Name: _____ Gender: _____

Hair Color: _____ Height: _____ Weight: _____ Wearing: _____

Extra Credit Data:

Age: _____ Nationality: · _____ Favorite Food: _____

Eye Color: _____ Vehicle: _____ Hobby: _____

Strengths: _____ Weaknesses: _____

Other interesting information:

_____

_____

_____

_____

Draw a picture of this newest member of V.I.L.E.

MAPMAKER'S INSTRUCTION GUIDE

1. Measure the dimensions of your classroom or if you have already done so, record the measurement here:

   _____

2. Measure the dimensions of the piece of paper you are using for your map.

3. Using the following equation, determine the scale you want to use: ratio = size of paper in inches/ size of room in feet. For example, if your paper is 8" by 10", and your room is 20' by 40', your scale could be one inch for four feet (10"/40' equals 1"/4' or one inch for four feet).

4. Draw your room to scale on the paper. Then measure where desks, doors, windows, sinks and other items are located. Draw them on your map.

5. Mapmakers often use symbols to represent objects on their maps. Make up some symbols for your map. These are defined in a "legend." This is a box with an example of each symbol in it, along with the definition. Create a legend for your map.

6. Now add a compass rose. These show the four directions: north, south, east and west. Compass roses can vary from a simple arrow pointing to north only, to a very ornate star with all directions shown. Look at the example (right) and use the space below to sketch your compass rose.
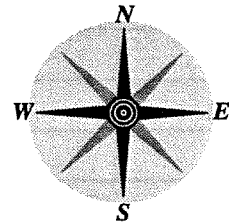
7. Each map needs a title. This is usually placed somewhere near the top of the map. Give your map a title describing what the map shows. In this case, the title can be your classroom number and your teacher's name.

8. Ancient mapmakers decorated their maps with pictures of sea monsters, ships, clouds and other interesting features. You may decorate your map if you wish.

9. Share your map with the class, explaining each feature.

Name _____ Date_____

TRAVEL WRITER'S WORKSHEET

Good travel writing really evokes a sense of place. Use the space below to brainstorm a list of adjectives that describe your location. Be sure to include as many of the senses as possible in coming up with descriptive words.
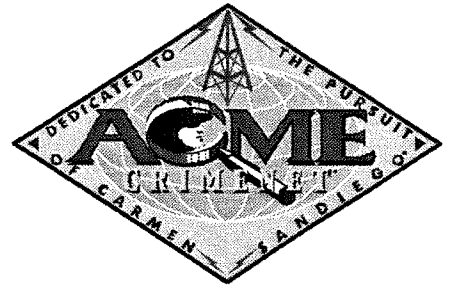
Working with these adjectives, write at least seven sentences that describe your location.

_____

_____

_____

_____

_____

_____

_____

_____

Next, write at least five sentences on the back of this paper telling people why they should visit your location. What is special about it? Are there spectacular beaches, museums, amusement parks?

Now give your sentences to another classmate to read. After he or she has read your work, ask the following questions: Does my brochure make you want to visit the location? Listen carefully to his or her feedback and make any necessary changes to improve your writing.

The last information you need to add to your brochure is the name, address and phone number for your travel agency, the cost of the trip, what the price includes (such as air fare, hotels, meals) and the dates of the trip. You can add this information to the back page of your brochure.

ACME RIVER RESEARCH
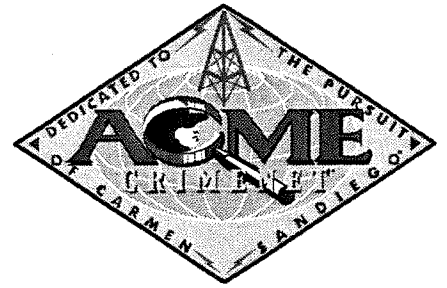
Select one of the following story starters:

1. You race through the desert and just barely manage to slide down a sand dune into the Euphrates.

2. In your haste to escape, you trip over a sheep and fall head first into the Murray River.

3. The Huang He (Yellow River) is finally reached at midnight during a monsoon.

4. You are chased by crazed goat herders to the banks of the Nile River.

5. They tried to imprison you in the Tower, but you took a flying leap in a passing scull racing down the Thames River.

6. You race down da Vinci's double staircase in Chambord and dive into the Loire River.

7. Don't wash over the falls on the Iguazu River; it's a long way down!

8. You waltz your way to the banks of the Danube River.

9. Watch for snakes and panthers; you're wading into the headwaters of the Amazon River.

10. Like Tarzan and Jane, you grab a vine and swing right into the dark waters of the Congo River.

Research your river:

1. What is the location of the river's headwaters?

_____

2. In what country does the river end?

_____

3. Into what body of water does the river empty?

_____

4. What are some interesting landmarks or places along your river? Be sure to list at least three interesting locations at or near the headwaters, in about the middle of its length and near the end. You will be using these landmarks in your story.

_____

_____

_____

_____

_____

_____

Now that you have some information about your river, you are ready to write your adventure tale. Begin your outline and first draft on the next page, page 48.

STORY ORGANIZER

1. Who is the main character, the ACME agent in your story? Describe the main character in the space below.

2. Copy the story starter from page 47. This will be the first sentence in your story.

_____

3. List the events that you would like to have happen in the beginning of your story (from your river's headwaters to its middle).

_____

_____

_____

_____

_____

4. List the events that you would like to have happen in the middle of your story (from your river's middle to its end).

_____

_____

_____

_____

_____

5. List the events that you would like to have happen at the end of your story. (As you come to the end of your river, how do you finally escape V.I.L.E.?)

_____

_____

_____

_____

_____

ESCAPE TO THE SEA!

1. Find all the countries on your continent that are landlocked and list them.

   _____

   _____

   _____

2. Brainstorm and list the problems an ACME agent might have escaping to the nearest sea or ocean from a landlocked country.

   _____

   _____

   _____

3. Brainstorm and list the advantages and disadvantages (if any) to countries that have coastlines and good ports.

   _____

   _____

   _____

4. Plan the safest and quickest escape route from a selected landlocked country on your continent. Your agent can use any mode of transportation EXCEPT air travel. Be sure to consider mountain ranges, oceans or any other potential obstacles. Your route must be the easiest and fastest route to the ocean.

   _____

   _____

   _____

5. Be prepared to defend your route. You may want to take additional notes on the back so that you can remember why a particular route was selected over another.

   _____

   _____

   _____

MULTICULTURAL MELODIES

Listen carefully to the music from the country you have chosen and answer the following questions.

Mood

What emotion do you think the music is expressing? How does it make you feel?

_____

_____

_____

Tempo

The tempo of the music is the speed at which it is played. Tempo may range from very fast to very slow and it may change throughout.

Describe the tempo of the music. Does it change during the piece?

_____

_____

_____

Instruments

Sound can be made with percussion instruments by shaking or striking them. Examples of percussion instruments are a drum or tambourine.

Describe the percussion instruments (if any) that you hear. Can you identify them?

_____

_____

Stringed instruments can produce sound when their strings are plucked, struck or scraped (as with a bow). Examples of stringed instruments are guitar, violin and piano.

Describe the stringed instruments you hear.

_____

_____

Wind instruments can produce sound by blowing air through them. Examples of wind instruments are trumpets, saxophones and flutes.

Describe any wind instruments you hear.

_____

_____

KNOW YOUR LINGO

Swahili	Habari	Samahani	Tafadhali	Kwaheri	Habari gani wasafiri
Spanish	Hola	Disculpe	Por favor	Adiós	Bienvenido viajero
Italian	Ciao	Scusa	Por favore	Arrivederci	Saluti viaggiature
Portuguese	Olá	Com licença	Por favor	Até logo	Saudações, viajante
German	Hallo	Entschuldige bitte	Bitte	Auf Wiedersehn	Herzlich Willkommen zu deiner Reise
French	Bonjour	Excusez-moi	S'il vous plaît	Au revoir	Bonjour voyageur

Name _____ Date_____

ACME INTERNET REPORT FORM

Site name: _____

_____

URL: _____

Description of site: _____

_____

_____

_____

_____

_____

Strengths: _____

_____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

_____

What information does the site have to help you solve Carmen cases?

_____

_____

_____

_____
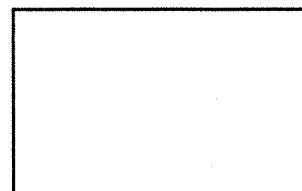
_____

Name _____ Date _____
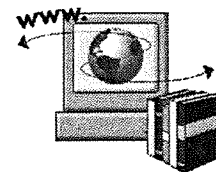
INTERNATIONAL VACATION PLANNER

Choose six cities outside of the United States to investigate. Using a computer with access to the Internet, start your search at the Web site: **http://www.lycos.com/travel/** Use this sheet to take notes. Print a picture of the country's flag, a map, or an illustration of an attraction in each city.

City: _____ **Country:** _____

Interesting tourist attraction: _____

Interesting tourist attraction: _____

Describe graphic that you printed from this location.

City: _____ **Country:** _____

Interesting tourist attraction: _____

Interesting tourist attraction: _____

Describe graphic that you printed from this location.

City: _____ **Country:** _____

Interesting tourist attraction: _____

Interesting tourist attraction: _____

Describe graphic that you printed from this location.

City: _____ **Country:** _____

Interesting tourist attraction: _____

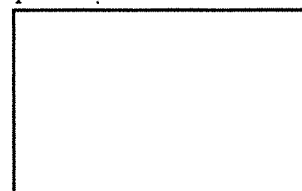Interesting tourist attraction: _____

Describe graphic that you printed from this location.

City: _____ **Country:** _____

Interesting tourist attraction: _____

Interesting tourist attraction: _____

Describe graphic that you printed from this location.

City: _____ **Country:** _____

Interesting tourist attraction: _____

Interesting tourist attraction: _____

Describe graphic that you printed from this location.

BIBLIOGRAPHY OF ADDITIONAL RESOURCES

TEACHER RESOURCES

California Department of Education. *Literature for History-Social Science: Kinder-garten Through Grade Eight*. Sacramento, CA: California Department of Education, 1993.

> An annotated bibliography of children's literature correlated by grade levels and history curriculum themes and topics. This resource is not just for California teachers!

Cobblestone: The History Magazine for Young People. Peterborough, NH: Cobblestone Publishing, Inc.

> Cobblestone publishes thematic magazines for children ages 8–16. The magazines contain well-written, well-researched articles supported by photographs and illustrations. They are a great resource to support an integrated curriculum. Back issues can be ordered.

Geography Education Standards Project. *Geography for Life: National Geography Standards*. Washington: National Geographic Research & Exploration, 1994.

> Developed on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society, these geography standards identify what American students should learn offering a set of benchmarks for schools to use as guidelines in developing their own curricula.
> Available at **www.ncss.org/bookstore/standards.html**

Jasmine, Julia. *World Geography Series*. Huntington Beach, CA: Teacher Created Materials, 1995.

> Based on the national geography standards, the books in this series contain reproducible maps, geographical word searches, lesson plans and a wealth of additional background information. The series includes a book for each of the following regions: Europe, Australia, Antarctica, Asia, South America, North America and Africa.

Labi, Esther. *Pockets World Atlas*. New York: Dorling Kindersley, 1995.

> An atlas to fit in your pocket! Attractive and up-to-date maps that combine physical and political information. Well-organized and easy to use, this resource is full of interesting facts.

National Council for the Social Studies. *Expect Excellence: Curriculum Standards for Social Studies*. Washington: National Council for the Social Studies, 1994.

> *Expect Excellence* offers a set of ten thematically based curriculum standards, corresponding sets of performance expectations, and illustrations of exemplary teaching and learning to foster student achievement of the standards at each school level.
>
> In addition, the NCSS also publishes two excellent journals: *Social Education* and *Social Studies and the Young Learner*.

National Standards for History. Los Angeles: National Center for History in the Schools, 1996.

> The world standards follow a chronological plan, presenting history in eight distinct eras, each addressing the entire world, rather than isolated parts of it, calling on schools to introduce the history of major civilizations all over the globe.

Natoli, Salvatore J., ed. *Strengthening Geography in the Social Studies*. Washington: NCSS Publications, 1994.

> A variety of scholarly articles focusing on current issues surrounding the integration of geography into educational programs. Available at **www.ncss.org/bookstore/bulletins.html**

Routman, Regie. *The Blue Pages: Resources for Teachers*. Portsmouth, NH: Heineman, 1994.
> This is the book I always reach for first when I am looking for quality educational resources. There is a special section on folk and fairy tales and general social studies books for both students and teachers.

Zarnowski, Myra and Arlene F. Gallagher, eds. *Children's Literature and Social Studies: Selecting and Using Notable Books in the Classroom*. Washington: NCSS Publications, 1993.
> A wonderful resource for the effective utilization of literature in the social studies program. This book goes way beyond being an annotated bibliography to offering innovative suggestions on the selection and usage of literature. Available at **www.ncss.org/bookstore/kendall.html**

STUDENT RESOURCES

Atlases & Almanacs

Levey, Judith S. *The World Almanac for Kids 1998*. Mahwah, NJ: Funk & Wagnalls Corp., 1997.
> Written for children, this is a child-friendly almanac with a wide variety of information, photographs and illustrations—a great classroom resource.

Lye, Keith. *The Complete Atlas of the World*. Austin, TX: Raintree Steck-Vaughn, 1995.
> An atlas for upper-elementary and middle school students, this book contains more than 150 full-color maps that illustrate the world's geography, environment, industry and agriculture. Includes charts and graphs that show climate, population, government, religions and languages.

Multicultural Literature

Caduto, Michael J. and Joseph Bruhac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Golden, CO: Fulcrum, Inc., 1997.
> Integrating several subject areas, this collection of native American stories and environmental activities is a helpful teacher's resource and practical compendium.

Maestro, Betsy & Giulo. *The Discovery of The Americas: Activities Book*. New York: Lothrop, Lee & Shepard Books, 1992.
> This paperback is a collection of 43 fun lessons for students to learn about geography and world exploration.

Maisner, Heather. *The Magic Globe: An Around the World Adventure (Gamebook Series)*. Cambridge, MA: Candlewick Press, 1996.
> The entire book is devoted to traveling around the world by following directions and using beautifully illustrated maps of the major regions of the world. This is a wonderful book that would make an excellent reference addition to any classroom.

Stern, Anita. *World Folktales: An Anthology of Multicultural Folk Literature*. Lincolnwood, IL: NTC Publishing Group, 1993.
> This paperback contains a wide variety of literature from around the world. Each short story is accompanied by student questions and ideas for lessons.